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ABSTRACT

"Second Step," grades 1-3 is a curriculum designed to reduce impulsive and aggressive behavior in children aged 6 through 9 years, and increase their levels of social competence by teaching skills in empathy, impulse control, and anger management. This curriculum is part of the "Second Step" series which includes curricula for preschool/kindergarten and grades 4-5 and 6-8. It can be easily integrated into primary grade programs and is a companion to "Talking About Touching," a personal safety curriculum. While personal safety curricula teach children not to be victims, "Second Step" teaches them not to be victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. The curriculum contains three units, one each on empathy training, impulse control, and anger management, and lessons include training in accepting and valuing differences. The curriculum makes available tools that have proven effective in teaching prosocial behavior to elementary school children. Take-home letters for parents describing class activities are included. Each lesson consists of a coded, 11" x 17" photo card accompanied by a story with discussion questions. Tapes and a video are available to complement these activities. An appendix lists an annotated bibliography of 76 children's books; books lesson-by-lesson; 45 resources for parents and teacher; additional activities; a guide to feelings; problem solving materials; anger management materials; and a lesson presentation evaluation. (Contains 43 references.) (SLD)

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Teacher's Guide

Second Step™

A Violence-Prevention Curriculum

Grades 1-3

Second Edition

ED 365 740

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TEACHER'S GUIDE

Introduction

What is *Second Step*?

Second Step, Grades 1-3, is a curriculum designed to reduce impulsive and aggressive behavior in children, ages 6-9, and increase their level of social competence. It does this by teaching skills in empathy, impulse control and anger management. This curriculum is part of the *Second Step* series which includes curricula for Preschool/ Kindergarten and grades 4-5 and 6-8.

Second Step can be easily integrated into primary grade programs and is a companion curriculum to *Talking About Touching, Grades 1-3, A Personal Safety Curriculum* (1987). In personal safety education, children are taught how to avoid becoming victims; *Second Step* teaches children how to avoid becoming *victimizers*. In essence, this curriculum constitutes a *second step* in primary prevention. Because it targets skill deficits which put children at risk not only for violence, but also for substance abuse, suicide and dropping out of school, *Second Step* can be adopted as a basic skills curriculum for prevention education.

What is the problem?

As more and more children are experiencing conflict at home, substance abuse within the family, less access to their parents, and television as their primary source of entertainment and values, consequently they are displaying impulsive and aggressive behaviors both at home and at school. Teachers find themselves spending increasing amounts of time attending to students' disruptive and angry outbursts, interpersonal conflicts and off-task behavior. Although teachers are expected to concentrate on teaching academics, they are finding that student behavior often prevents them from doing so. The prevalence of general behavioral problems in school-aged children approximates 25-30% (Cowen, et al., 1975; Rubin & Balow, 1978).

In addition, virtually every classroom has students who are labeled "high risk." These children are characterized by excessively aggressive and impulsive behavior which is a burden to all members of their classrooms and a major cause of peer rejection (Coie, Dodge & Kupersmidt, 1990). This behavioral pattern emerges as early as three years of age (Chamberlain and Nader, 1971; Westman, Rich & Bermann, 1967). The early indicators of this high-risk pattern include (Spivack and Cianci, 1987):

- a tendency to become involved in poking, pushing and other annoying social behavior.
- a tendency to rush into things.
- negative and defiant behavior.

- self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevant to the ongoing conversation.

Bullies fall into this high-risk category. They perceive every "bump" or slight as an act of aggression which requires retaliation; they often believe that others are out to get them. It is estimated that 15% of school children are involved in bully-victim problems and one in ten students is regularly harassed or attacked by bullies (Gruen, 1987).

What is in store down the road for these high-risk children if their impulsive and aggressive behavior remains unchecked? Research shows that many are headed for a lifetime of failure, exacting a great toll from society. This group is particularly at risk for underachieving in school or dropping out, as well as performing below their potential throughout their careers. As parents, they are often physically and/or sexually abusive, and one in four are imprisoned for adult crimes by age 30 (Gruen, 1987).

While aggressive children have been the subject of numerous studies over the last twenty years, the plight of children neglected by their peers has gained the attention of researchers and educators recently (Coie, Dodge & Kupersmidt, 1990). Socially neglected children usually go unnoticed by their peers but may fall victim to bullying and suffer ill effects: low self-confidence, underachievement in school and withdrawal. In some cases extended persecution has ended in suicide or violent retaliation on the part of victims. By the time they reach high school, approximately 25% of students fear victimization by their peers (National Association of Secondary School Principals).

While many teachers eagerly pick up a curriculum such as *Second Step* with that one difficult child in mind, the benefits to the rest of the class should not be overlooked. One of the main goals of health education is to help children become independent problem solvers. By learning to affect their environment positively, children experience a growth in self-esteem and a readiness for academic learning. This helps prevent defeating patterns of adjustment which might otherwise have arisen later in school.

It would be a mistake to focus on the problems high-risk children pose for schools as lying solely with home conditions which are difficult for educators to address. Educators need to begin by recognizing that they are in a unique position to help youngsters learn to help themselves. The purpose of this curriculum is to make available those tools which have proven effective in teaching prosocial behavior to elementary school children.

Why do some children act this way?

Children with minor behavior problems, as well as high-risk children, fail to act prosocially because they have one or more of the following deficits: They...

- don't know what appropriate behavior is, due to a lack of modeling of alternative ways of resolving conflict;
- have the knowledge but lack the practice due to inadequate reinforcement;
- have emotional responses, such as anger, fear or anxiety, which inhibit the performance of desirable behavior (Cox and Gunn, 1980);
- have inappropriate beliefs and attributions regarding aggression (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986); or
- have developmental delays due to physiological problems, sometimes caused by the mother's substance abuse during pregnancy (Rutter, 1982).

Children from dysfunctional homes, as well as homes which lack adult supervision, often fail to learn problem-solving skills which would help them achieve more socially acceptable solutions to everyday problems. Parents may fail to model the skills or fail to recognize and reinforce appropriate behavior when it does occur. All too often, it is inappropriate behavior which is modeled or which gets attention. To a child needy for any recognition, negative attention is often better than no attention at all (Patterson, 1975).

High risk children are frequently victims of violence themselves (Dodge, Bates & Pettit, 1990). They may be abused at home or may witness parental abuse of a spouse or the child's siblings, often shutting down their empathic response as a means of psychological survival. These children learn that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal. Thus, violence tends to be an intergenerational problem, with children imitating the deficient social skills of their own parents.

Parents of aggressive children sometimes fail to nurture or show interest in their offspring. There may have been a lack of bonding between mother and child from birth or an interruption during the bonding process (Bell & Ainsworth, 1972). Parents may be authoritarian, controlling, untrusting and rejecting. They may fail to provide adequate supervision, and their discipline may be arbitrary, punitive and extreme.

Violent television programs reinforce the message that violence is acceptable and that it is okay to dominate others. Research shows that children who view these programs act more aggressively with their peers than children who do not (Bandura, 1973; Huesmann & Eron, 1986; Lefkowitz, et al., 1977).

An increasing number of children are put at risk from the moment of conception. Substance abuse by pregnant mothers significantly increases the chances that their children will be born with related neurological and physical problems. These children have significantly shorter attention spans and greater aggressive tendencies than their more normal peers. Consumption of crack cocaine has caused an epidemic of these special needs children in recent years (Reese-Potter, 1992).

Aggressive children have often missed a key developmental step or have been delayed in their reasoning process. **Verbal mediation,** thinking out loud to guide oneself in problem solving, is thought to be important for the great shift in thinking which occurs between the ages of five and seven. Before this shift, children tend to respond to events superficially and in an associative fashion, often acting on the first idea that pops into their heads. When children begin to substitute logic and reasoning for association, they become able to inhibit or regulate their behavior; that is, they stop and think before they act (Luria, 1961; Vygotsky, 1962; White, 1965; Kohlberg, Yaeger & Hjertholm, 1968). If children fail to develop these reasoning skills—the tools of independent thinking—they will feel increasingly handicapped both socially and academically (Achenbach, 1971).

While aggressive and impulsive children can be found on every socio-economic level, high-risk children from lower socio-economic levels are especially at risk. They live in neighborhoods where:

- adult role models often have fewer opportunities to succeed in mainstream society;
- they may know people involved in criminal activities;
- the cultural heroes may glorify violence, power, winning and rejection of traditional cultural authority; and
- economic stress increases the chances of family violence and may interfere with adult supervision.

Many of these problems are also found in middle class communities during economic downturns.

How do children learn to act prosocially?

Children learn to act prosocially in some of the same ways they learn to act antisocially. They learn through **modeling, practice** and **reinforcement.** Rather than witnessing and repeating negative behavior, prosocial children witness and repeat positive behavior. Reinforcement, both planned (praise, rewards) and natural (resolving the problem), further assures skill acquisition. These methods of acquiring behavior are explained in further detail in "Teaching a Lesson" and "Transfer of Training" in this Teacher's Guide.

Prosocial children also have emotional responses—pride, happiness, security, feeling loved—which further encourage appropriate behavior. High self-esteem is not a skill, but a consequence that appears to be the result of deep acceptance by primary caregivers and/or a level of social competence that allows a child to affect his or her environment positively.

Many teachers feel they cannot fill the void created by the home front. Yet studies have shown that high-risk children who have survived and flourished in adverse conditions and against all odds had a strong connection with one or more significant adults outside of their families (Goleman, 1987). Often these stabilizing forces were teachers. In addition to providing a foundation of love and acceptance, teachers can help children develop and use the skills that are the building blocks of social competence, resulting in an indirect increase in their self-esteem.

What works in prevention and intervention?

As stated earlier, there has been much research over the past 20 years on the early indicators of violent adolescent and adult behavior. In addition, these behavioral indicators translate into specific skill deficits which have been consistently associated with adult antisocial behavior. These skill deficits include a lack of: empathy, impulse control, problem-solving skills, anger management and assertiveness (Feshbach & Feshbach, 1969; Kendall & Braswell, 1985; Novaco, 1975; Spivack & Cianci, 1987).

The approach of this curriculum is to develop skills in **empathy, impulse control** and **anger management.** A review of existing programs for children which focus on one or more of these skill areas demonstrates that these directions in prevention and intervention show effectiveness and promise.

1. Empathy appears to be a significant factor in the control of aggressive behavior. Because empathic people tend to understand other points of view, they are less likely to misunderstand and become

angry about others' behaviors. Empathic people also tend to inhibit aggressive behavior because observation of pain and distress in others elicits their own distress responses (Feshbach, 1984).

Evidence suggests that elementary school children can learn empathy skills (Beland, 1988, 1989, 1991; Feshbach, 1984; Saltz & Johnson, 1974). The fact that it is, to some degree, a gender-typed quality (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968) also suggests that empathy is a culturally transmitted, learned ability. Girls learn to be more empathic than boys.

The *Second Step* approach views empathy as a "skill set" that includes the abilities to recognize, experience and respond to the feelings of others. It is neither pure virtue, nor an intrinsically gender-based characteristic. To a large degree it can be taught.

2. Impulse Control has been effectively taught to children in therapeutic as well as classroom environments (Beland, 1988, 1989, 1991; Camp & Bash, 1981; Goldstein, 1981; Meichenbaum, 1977; Spivack & Shure, 1974). Two strategies have shown promise when used with groups of impulsive and aggressive youngsters: Interpersonal Cognitive Problem Solving and Behavioral Social Skills Training (Spivack & Shure, 1974; Michelson, 1987). For our purposes, we will refer to these strategies as problem solving and behavioral skills training. The former systematically teaches reasoning steps applied to social situations. The latter teaches target behaviors, such as "apologizing" or "joining in" an activity, which have a broad application to a variety of social situations.

3. Anger Management, like empathy training, is an increasingly popular strategy to use with aggressive adolescents and adults, and can be effectively taught to children as well (Beland, 1988, 1989, 1991; Novaco, 1975; Trotter & Humphrey, 1988). When used with elementary school children, this strategy is comprised of the recognition of anger cues and triggers, the use of positive self-statements and calming-down techniques to prevent the onset of angry feelings, and reflection on the anger-provoking incident.

How do these strategies work together?

A number of curricula exist which tend to focus on one or two of the strategies listed above. *Second Step* takes the basics of each strategy and integrates them into a working whole.

Empathy should be the first building block of any violence-prevention or social skills program. The major goal of problem solving is to create win-win situations. Without sensitivity to others' feelings and perspectives, creative problem solving can be stymied. Empathy is

also an essential element of anger management because it involves recognition of emotions. Teaching empathy creates bonds within the classroom which foster negotiation and reduce conflicts in general.

Problem solving and behavioral skills training are naturally paired together. Problem solving, a cognitive approach, provides a strategy which can be used to work through any problem. Behavioral skills training provides the behavioral guidelines and practice necessary for carrying out solutions. Children need to be able to decide *what* to do about a problem, as well as know *how* to perform the chosen solution. A study combining these two strategies found this approach was more effective in instilling prosocial behavior than the application of individual strategies (Marchione, Michelson & Mannarino, 1984).

Problem solving and behavioral skills training complement anger management skills. The problem-solving approach is applied to guide children in resolving interpersonal problems after they have effectively reduced their anger. Behavioral skills training is also combined with anger management to focus on skills to use with specific types of provocations, such as pushing, grabbing and teasing.

Has *Second Step* been piloted?

Curricula in the *Second Step* series have been piloted with preschool through eighth grade students. The curriculum for grades 1-3 was originally piloted in 1988 in the Seattle School District. Scores from pre- and post-interviews of children who received the program were compared with scores of children who had not received the program. Results showed that the program had significantly enhanced the children's empathy, problem solving and anger management skills as measured by the instruments. Teacher observations attested that some transfer of training had occurred, resulting in a positive change in classroom climate.

For a summary report of *Second Step* pilot projects, write Research and Development, Committee for Children, 172 20th Avenue, Seattle, WA 98122.

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Implementation Planning

The *who, where,* and *when* of implementing *Second Step* are critical issues in planning for program effectiveness. It is highly recommended that classroom teachers be the primary presenters, with school counselors or social workers playing a key supporting role. There are several advantages to this plan. Teachers can better facilitate transfer of training, a major curriculum goal, throughout the day. By presenting the curriculum, teachers clearly establish themselves as support people to whom the students can easily turn at any time. Teacher presentation also assures that *all* the students receive the lessons, helping to set new norms for classroom and playground behavior.

It is also suggested that students receive the program at each grade level and that the entire staff be trained. There are many advantages to instituting a "whole school" approach. First, it takes time to change behavior. The program is most effective when students receive consistent instruction from one year to the next. Second, the strategies are more apt to be utilized by the students if they encounter them when speaking with the principal, the librarian, the counselor, the playground supervisor and their classroom teacher.

If school-wide implementation is not presently possible, it is helpful to have at least two teachers within a school using *Second Step* so they can compare notes, discuss progress, observe lessons and exchange feedback. If teachers can obtain classroom release time, *Second Step* provides an excellent opportunity for peer coaching. When observing another teacher present a lesson, use the **Lesson Presentation Evaluation** form in the Appendix as a guide for providing feedback to the teacher.

School counselors or social workers can provide important program support by facilitating implementation. This might entail planning for training, organizing discussion groups for teachers, modeling lessons, observing lesson presentations, giving feedback, and providing follow-up for high risk students through pull-out groups. These students can spend more time role playing and discussing how to apply the strategies to their personal conflicts. Pull-out groups, however, should not become the sole means of presenting the curriculum in a school. When all students learn and use the strategies, prosocial behavior can become the norm and the high-risk children do not feel isolated or labeled.

If the school or district is implementing the curriculum for the first time, this is a good time to design a pilot evaluation to measure the curriculum's effectiveness in teaching violence-prevention skills and in

changing student behavior. For guidance in designing an evaluation, write Research and Evaluation Director, Committee for Children, 172 20th Avenue, Seattle, WA 98122.

Staff Training

If *Second Step* is adopted on a district-, school- or agency-wide basis, staff development is the first step in implementation. Training should be facilitated by Committee for Children trainers or a teacher, counselor or administrator who has attended a *Second Step* Trainer Training provided by Committee for Children. Individual teachers who desire to implement the program can contact the Committee for Children regarding trainings in their area or in Seattle.

An initial one-day training can serve as an overview, providing background information, program goals, and demonstration and practice of the teaching strategies. Teachers should read the Teacher's Guide and familiarize themselves with the curriculum content, then spend several weeks using the curriculum in their classrooms. After the teachers have "gotten their feet wet," they should meet to discuss progress, questions and concerns. A teacher, counselor or district/agency administrator who has attended a Trainer Training can provide further demonstration and practice of the strategies, and facilitate discussion of methods for integrating the strategies and themes of *Second Step* into other subject areas.

Informing Parents

The positive effects of *Second Step* on children's behavior greatly increase if parents and guardians are informed of the content and strategies of the program. This is best done at the outset of the program. An overview of the curriculum can be given at a parents' night, during individual parent conferences and through Take-Homes. Take-Home Letters can be found in the "Take-Home" section in this Teacher's Guide.

Setting Up the Classroom

Arrange the classroom so that lessons can be presented in a circle or horseshoe arrangement. This setup allows students to see each other and the teacher clearly, encouraging involvement and inviting discussions. This arrangement also naturally provides a stage for role plays in the center of the circle or at the opening of the horseshoe. The physical setup of the classroom will affect the involvement and interaction of students during the lessons and have a direct bearing on the quality of their learning experience.

Presenting the Lessons

The units and lessons should be used **in sequence,** as each builds upon skills presented in the previous lessons. The "Scope and Sequence" section provides a detailed guideline for the order of lesson presentation at each grade level.

The lessons are scripted to provide ease of presentation and to insure that the concepts and strategies are presented in a developmental and sequential order. Please **stick to the lesson** by not skipping questions or becoming overly sidetracked in discussions which do not directly relate to the lesson objectives. Since the curriculum is based on a child-centered approach, opportunities for creativity exist within the lesson structure. The "Teaching a Lesson" section gives specific guidelines for how to present the program to students.

Working With a Group

Group Rules. Establish clear behavioral guidelines for conduct at the outset of the program. Unit I, Lesson 1, provides the structure with which to do this. Encourage students to participate in making the rules and attempt to phrase the rules in a positive way which clearly defines the expected behaviors. For example, instead of saying, "Don't talk out of turn," say, "Raise your hand and wait until you're called on." Setting the tone of the program at this stage is important for effectively implementing *Second Step.*

Pace. *Second Step* is designed to appeal to children's physical as well as intellectual needs. It is up to you to discover a pace which flows smoothly but gets the concepts and skills across. Teachers with large classes will find this the most challenging aspect of the program. Students will be generally so interested in the lessons that the key will be to allow individuals to be heard while not losing the interest and participation of the rest of the group.

Participation. Most classes have some students who eagerly and regularly participate in group discussions and activities while others hang back and participate very little. It is important to develop facilitation techniques which encourage participation of all your students. When asking questions, pay attention to the **wait time.** By waiting 5-10 seconds, you can usually double participation because most of the students have been given adequate time to think about their answers.

You may notice that some children thrive on the physical activities and role plays but "drop out" during discussions. Encourage their participation by asking them to point at the photograph for certain answers, such as pointing to a child's face as a response to "How can

you tell Maria feels this way?" Short role plays can also be worked into the text, such as "Show me what a surprised face looks like."

To relieve students' stress of needing to be heard, occasionally ask them to turn to a neighbor to share their answers to a question, followed by voluntary sharing with the group. This is especially helpful in large classes. You may also ask a question and, once students' hands are up, say "I will call on Enrique, Joan and Samuel this time." If you use this method, assure the students that you will be calling on everyone at some point during the lesson.

Be aware that some students so want to answer a particular question that they keep it on their mind or keep their hand raised even if you have moved to other questions down the line. One way to deal with this is to say, "Now I have *another* question" and proceed to ask the next question. This will help the students to stay with you.

Rephrasing a question is another way to encourage involvement. This can be accomplished by saying, "Think of one thing Jamie can do about his problem and then raise your hand." Wait until all hands are raised before calling on a student. By practicing these and similar techniques, discussions can be kept lively and flowing, and participation becomes the norm.

Disruptive Behavior. If students give silly answers, redirect them to the task at hand by referring to the question being discussed. Say, "That's one way of looking at it," or "That's one idea; what is another?" Then move quickly to focus on other students' suggestions.

When a student's behavior disrupts a lesson and the majority of the group is with you, remind her/him of the rules of conduct. If the student is restless, prescribe a behavior which checks the restless activity, such as having her/him cross arms or legs if fidgeting. If a student is extremely disruptive, direct her/him to sit nearby but apart from the group, so that s/he can still benefit from the lesson.

If the group as a whole has become restless, set the lesson aside. You can always come back to it later. Most lessons can be easily broken up into sections. By spreading out a lesson, the sessions act as reviews and reinforcements. If this is a recurring problem with your class, you may want to schedule portions of the lessons for different times of the day.

Teaching a Lesson

Second Step is a violence-prevention curriculum that is designed to help children learn prosocial skills and reduce impulsive-aggressive behavior. To reach this end, the curriculum is built upon the following goals:

1. To increase children's ability to:
    - identify others' feelings,
    - take others' perspectives, and
    - respond empathically to others.
2. To decrease impulsive and aggressive behavior in children through:
    - applying a problem-solving strategy to social situations, and
    - practicing behavioral social skills.
3. To decrease angry behavior in children through:
    - recognizing angry feelings, and
    - using anger-reduction techniques.

Lesson Card Format

The 11" x 17" lesson cards form the core of the program. (See diagram.) The cards are divided into three units:

I. Empathy Training

II. Impulse Control

III. Anger Management

Once again, the units and lessons should be used in sequence as each builds upon skills presented in the previous lessons. However, if anger is a problem in your classroom, feel free to coach students in using the anger reduction techniques outlined in Unit III, but refrain from teaching actual lessons ahead of schedule.

The lesson format is designed for ease-of-use. The **preparation section** on each lesson card contains the following sections:

- Unit Goal (appears on first lesson of each unit)
- Concepts
- Language Concepts
- Objectives

- You Will Need
- Notes to Teacher

Each lesson consists of a **photograph** accompanied by a **story** with **discussion questions.** Three lessons have multiple photographs. The body of the lessons contains the following sections:

- Story and Discussion
- Role Plays or Activity

The following sections on the lesson card guide the teacher in providing follow-up and reinforcement of the concepts and skills presented in the lesson:

- Transfer of Training
- Books
- Home (appears in selected lessons)

Preparing for a Lesson

Prepare for teaching individual lessons by first reading the left-hand column of the lesson card which contains the following information:

Unit Goals. Unit goals are provided in the first lesson of each of the three units. These will inform you of the overall aims of each unit.

Concepts and Language Concepts. The concepts identify the main skills and ideas to be taught. Language concepts are key words which appear italicized in the text and should be emphasized during the lesson. Many lessons' main focus is on building the students' comprehension of these words.

Objectives. The objectives are framed in terms of skills the students should be able to perform after receiving the lesson. Teachers should keep these objectives in mind when teaching the lessons.

Notes to Teacher. This section provides background information and identification of developmental differences for ages six to nine relating to the skills taught. Points from the Teacher's Guide may be reemphasized in this section.

After you have read the preparation section, read the story and discussion questions, noting how they teach and reinforce the concepts. Next, read the role play section and rehearse the model role play. Prepare for transfer of training by imagining which classroom activities you might target for using new skills.

Presenting a Lesson

Story and Discussion. When presenting a lesson, direct the students to look at the photograph while you read the story and questions from the back. Make sure all the students have a chance to see the photograph. The story and key points within the text appear in **bold type**. Questions are numbered and appear in plain type.

The curriculum relies on your skill in facilitating and summarizing classroom discussion. The suggested discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if...?" "How do you think...?" "How can you tell...?"

It is important to **refrain from placing value judgments** on student answers. "That's one idea. What is another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear their suggestions may not be as "good" as other suggestions. When students get stuck on a particular category of ideas, such as physical solutions to a problem, ask, "These ideas are alike (in this way); does anyone have a *different* idea?"

Suggested answers appear in parentheses after each question. These are meant only as guidelines for discussion, *not* as absolute answers. In *Second Step* there are few absolutes. Instead, the curriculum relies on the students' own creativity in solving problems.

Posters of the problem-solving and anger management steps provide additional visual reinforcement of the curriculum strategies and target behaviors. Hang the posters in a visible spot in the room and leave them up for the remainder of the school year. If the curriculum is shared with other classrooms, you may want to order additional posters or create your own on poster paper.

A blank laminated poster and a water-soluble pen are provided for recording ideas generated by the students for individual lessons in Units I and II. The poster can also be used to list behavioral steps. The list acts as a reference during role plays. Students who come up with their own steps are more likely to use the steps in real situations than students who are given steps. This poster is erasable and may be reused to record ideas and skill steps for subsequent lessons.

Facilitating Role Plays

Model role play. After presenting the story and discussing the social skill being targeted, you will need to model the skill in a role play. Research has shown that modeling is an effective means of promoting

the learning of prosocial skills (Canale, 1977; Grusec, et al., 1978; Rogers-Warren & Baer, 1976). Modeling is also important because it allows teachers to share their human side, shows modeling can be fun and acknowledges that mistakes are okay.

Most role plays can be modeled by you and a student. You may want to enlist the help of another adult, if available, to perform the model role play. It is advisable to rehearse the model role play with a student or at least in your mind before each lesson.

When modeling the role play keep in mind the following guidelines:

- Play the role of the main character, the person performing the behavioral steps.
- Portray the main character as a person of similar age and verbal ability as the students (i.e., don't use sophisticated, adult language).
- Model the behavioral steps in the correct sequence. You may want to replay the scene, pointing to the steps on the poster as you do them.
- Keep the role play simple by performing the steps without a lot of extraneous dialogue or action.

After modeling the role play do the following:

- Ask if you followed each step.
- Discuss the outcome of using the skill, i.e., what did the main character gain?
- Invite critique by asking what you did well and what you could improve upon.
- Model self-reinforcement; e.g., "I think I did a good job."

Modeling may feel uncomfortable at first. With practice, it can quickly become an enjoyable activity.

Student role plays. Without student practice of a skill, the positive effects of modeling are short-lived. Student role play is an effective means for structuring practice of prosocial skills and changing student behavior (Spivack and Shure, 1974; Staub, 1974). Scenarios are listed under student role plays on the lesson card.

Due to developmental differences, first graders may need to perform role plays with the teacher or another student in front of the class, while third graders can better handle a practice session with a peer. If

providing a practice session, circulate among the student pairs to provide feedback, which can include prompting, coaching, and suggestions for improvement. After a five- to ten-minute practice, several pairs can be chosen to perform in front of the class.

Students who perform with you or another student in front of the class should receive further **feedback** from you and the rest of the class. Phrase your questions to elicit constructive comments: "Did Sandy follow the three steps?," "What did Sandy do well?" and "What could she do differently?" Display the skill poster prominently in class, and use it as an evaluation guide.

Provide **reinforcement** in the form of encouragement and praise when a role play, or parts of a role play, are done well. Make the praise specific, such as, "You did a good job of looking me in the eyes when you said that." Reinforcement is discussed in further detail in the "Transfer of Training" section in this Teacher's Guide.

Be prepared—every student may want to be on stage. If your class size is greater than ten, the children may not be able to sit through all the student role plays. Additional role plays can be performed during the course of the week, serving as reinforcements of the lesson. See "Finding the Time" in this section.

Be sure each student has a chance to participate in a role play with you or another child to insure they learn the target skill. This does not mean it is necessary to force students who do not want to perform into performing. Instead, the emphasis is on providing an opportunity for each student to participate in a role play.

Activity. Activities appear on lessons which do not contain role plays. They include physical exercises or games and provide reinforcement and closure to the lesson.

Providing Follow-Up

Continue to reinforce the concepts and skills after presentation of the lesson card. The following sections, which are found in the right-hand column of the lesson card or in the Appendix, provide follow-up guidance:

Transfer of Training. The long-term effectiveness of the skills presented in this curriculum requires applying the skills to real life situations. While this section is short and appears at the end of the lesson, it is one of the most important sections. This section on the lesson card gives the teacher advice on how to facilitate the students' use of the newly taught skills in class, on the playground and at home.

Transfer of training is so critical to the success of this program that it is described in greater detail in the "Transfer of Training" and "Unit Descriptions" sections in this Teacher's Guide.

Home. So that children use the skills in other settings, it is highly important that parents and guardians be informed of the program. The "Home" section appears on selected lessons to indicate when to send home Take-Home Letters. The letters can be found in the "Take-Home" section of this Teacher's Guide. It is also beneficial to discuss the program at a parents' night and/or during parent-student conferences.

Books. Selected children's books are recommended to reinforce themes and concepts in each lesson. A complete, annotated listing can be found in the Appendix. These books can be read to the class later or be made available for student reading. Do not read these books aloud immediately following a lesson as this would require the children to sit for too long.

Additional Activities. Additional Activities for each unit which can be done later in the day or week can be found in the Appendix. These activities are especially helpful to the teacher who plans to teach a lesson once a week and build on lesson themes with additional activities, books, songs, etc. (See "Finding the Time" below.)

***Second Step* Video.** The filmstrip-in-video provides reinforcement of the main strategies in each unit. See the "Scope and Sequence" section for the best time to show the video for each grade level.

Finding the Time

Second Step fits well into the curriculum guidelines of primary grades. It not only teaches interpersonal skills, but also academic skills and concepts common to reading and math. The curriculum should not be viewed as an add-on, but as a tool for meeting key program objectives. Teachers who have used *Second Step* have found that the program increases time available for other subjects and activities because less time is spent on dealing with student disruptions and interpersonal conflicts.

Individual lessons provide an appropriate focus for circle times. You may want to schedule lessons for specific days and times, such as M-W-F after lunch. Some teachers prefer instead to utilize those opportune moments which often arise in the course of a day. It is possible to implement *Second Step* in this way since the program is self-contained and little preparation time is needed, aside from reading the lesson beforehand.

Depending on the class size, each lesson takes 30-45 minutes. The story and discussion section takes approximately 10-20 minutes. Role plays, including the teacher model role play and student role plays, take 15-20 minutes. Closure and setting up transfer of training take approximately 5 minutes.

If the class's attention wanders, sections of the lesson can be split and taught at different times. However, be careful to allow no more than a day's time in between sections. By spreading a lesson out over several days, each subsequent class session can serve as a review. Some teachers may plan to divide up the lesson because they wish to target one skill lesson a week and give every student a chance to perform a role play in front of the class.

The "Scope and Sequence" section identifies lessons to be taught at each grade level. Depending on the grade level and amount of review needed, complete implementation of the curriculum takes:

- 5-7 weeks (a lesson a day)
- 7-10 weeks (three lessons a week)
- 10-15 weeks (two lessons a week)
- 20-30 weeks (one lesson a week)

An optimum implementation schedule would be to present no more than two lessons each week. Between lessons reinforcement can be provided by reading suggested books, doing additional activities and role plays and facilitating transfer of training.

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Spivack, G., & Shure, M. B. (1974). *Social adjustment of young children, a cognitive approach to solving real-life problems.* San Francisco: Jossey-Bass.

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Transfer of Training

Transfer of training refers to using skills in, or transferring skills to, real life situations. For instance, transfer has been achieved if a child learns a new skill, such as "trading," and then attempts to trade a toy for something s/he wants in a real play situation.

For this curriculum to be most successful, students who are taught the lessons need to use their new skills in real life. This is why it is critical that teachers facilitate transfer of training. Facilitation is not difficult. It does require a watchful eye, a few appropriate techniques and a commitment to the importance of transfer of training in everyday classroom life.

The Model

While transfer of training often requires spontaneous events, it can be planned or "set up" to a certain degree. An easy three-point plan to infuse transfer of training into daily activities as proposed by Zoe A. N. Jenkins, Ph.D. is as follows:

1. **Imagine the Day:** At the beginning of each day...
    - talk about the day's scheduled activities before they happen.
    - help the students to identify times during the day when they might use specific skills from the curriculum.
2. **Reinforce the Behavior:** During the day provide...
    - help in identifying natural reinforcement when it occurs.
    - planned reinforcement in the form of praise.
3. **Remember the Day:** At the end of each day...
    - ask the students whether they used specific social skills during that day's activities.
    - provide reinforcement for use of those skills.

Imagining the Day

Imagining the day means to help the students target times during the day when they might use a new skill. *Imagining the day* might sound like this:

> The students have just arrived. The teacher says, "Let's talk about all the things we are going to do today." Many activities are brought up, including story time, reading group, activity time, math, art, recess, etc. Then the teacher says, "Yesterday we had a lesson on 'joining in at the right time.' When would it be a good time today to join in an activity? Would activity time be a good time to join in?"

The students say "yes" because other students might already be at the activity center in which they are interested. This questioning continues until the teacher has helped the students target several times during the day they could use their new skill. The teacher says, "I'm going to be watching for students who join in at the right time today."

It may take a few circle times before the students are able to respond readily to the questioning involved in *imagining the day*. At first, the teacher may be doing most of the imagining. When used on a regular basis, *imagining the day* becomes a familiar and creative activity for the children.

Reinforcing Behavior

After helping the students to target times during the day when they might use a new skill, it is important to recognize and reinforce the new behavior when it occurs. *Reinforcing behavior* can be natural (recognizing the benefits of using the skill) or planned (giving praise).

Natural reinforcement. A child who is accepted into an activity because s/he chose the right moment and language to join in is receiving natural reinforcement (group acceptance) for a prosocial behavior (timing, commenting and asking). This type of reinforcement can be more powerful than a teacher's praise or material reward. Helping students to recognize natural reinforcement might sound like this:

The teacher sees Maria join in an activity with two other students. The teacher says, "Maria, what did you just do?" Maria responds that she asked the two students if she could work on a puzzle with them. The teacher identifies the target behavior by saying, "So you *joined in at the right time*?" The child nods. "How do you think they feel right now?" queries the teacher. "Happy!" beams Maria.

As can be seen, the teacher in the above example never gave direct compliments or praise. Rather, the benefits of joining in an appropriate manner—group acceptance—serve as natural reinforcement for the behavior. When children recognize natural reinforcement, they become less dependent on adults for approval and rewards. And they develop self-confidence.

Often children who consistently display poor social skills have received little reinforcement for positive behaviors and cannot even recognize such reinforcement when it does occur. Therefore, it is important to help students notice natural reinforcement as it occurs. Helping is different from pointing it out for them. If the teacher above had said, "Good, you asked to join in!" the impact would have been

greatly lessened. It is more powerful to involve the students in naming the skill and discovering the benefits themselves.

This is not to say that one should never praise or give rewards to children. Praise, especially, can be beneficial when not overused. Every child likes to feel valued and accepted by the adults in her/his life.

Remembering the Day

Remembering the day involves talking with the students about when they used the target skill during the day. *Remembering the day* for the "joining in" example might sound like this.

> It is 15 minutes before school is over for the day, and the students have formed a circle. The teacher says, "This morning we talked about when we might join in an activity. Raise your hand if you joined in an activity today or if somebody joined in with you." The students then tell their stories and answer queries from the teacher about when they joined in, how they felt, if they would join in again, etc. During this session, the students who accepted another into an activity also receive reinforcement by getting the attention and admiration of their classmates. Finally, the teacher asks the students to try "joining in" an activity at home (e.g., washing dishes, playing with a sibling, etc.) and telling the class about it later.

Preparation

This transfer of training model requires little preparation, although it is useful to plan activities during the day which invite use of the target skills. For instance, if the class just had a lesson on "joining in" play situations, then offering an activity time is helpful.

It is also helpful to review the social skills presented in this curriculum and think of the natural benefits for performing each one. For example, the benefits for "interrupting politely," rather than barging in on adults having a conversation, may include getting a request fulfilled, the adults looking favorably upon the child and the adult not becoming angered.

When used on a consistent basis, facilitating transfer of training becomes a natural part of a teacher's repertoire. By using the three-point model presented in this section, teachers can help cement the skills presented in the curriculum and increase their power times ten.

Handling Disclosure and Reporting

Second Step encourages children to talk about their feelings. It also models standards of behavior, such as how to deal with angry feelings. As a result of exposure to the curriculum, children may disclose abuse (physical or sexual) or neglect. You should be prepared to deal with the situation, should this occur in your classroom.

The following are some suggestions for responding to disclosure:

- If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson.
- Afterwards, find a private place and talk individually with the child.
- Do not panic or express shock.
- Express your belief that the child is telling you the truth.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her/his fault, that s/he is not bad.
- Determine the child's immediate need for safety.
- Let the child know that you will do your best to protect and support her/him.
- Let the child know what steps you will take.
- Report to the proper authorities.

If you are unsure whether a child's disclosure constitutes abuse or neglect, or if you feel uncertain how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service. Guidelines for identifying abused and neglected children can be found in *Talking About Touching,* A Personal Safety Curriculum (Committee for Children, 1987).

If you have "reasonable cause to suspect" a child is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the child. Remember, your role is to report suspicions, **not** to investigate the situation.

Child abuse laws vary from state to state, and individual schools may have their own reporting rules. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does **not** release teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse and reporting laws in your state are the best assurances that you are acting appropriately in any given situation.

Definition

Empathy can be defined as "understanding, being aware of, being sensitive to, and vicariously experiencing the feelings or thoughts of another person" (Webster's Dictionary, 1990). Individuals who are high in empathy skills frequently and appropriately respond to the needs and feelings of others.

Identification of another's feelings or thoughts is a cognitive process. Experiencing the feelings of another person is an affective process. A major developmental model (Feshbach, 1975) describes both the cognitive and affective components of empathy as the ability to:

- ***determine the emotional state of another person.*** In order to empathize with a feeling such as "sadness," the child must be able to identify emotional cues that differentiate "sadness" from other emotions.
- ***assume the perspective and role of another person.*** In order to empathize with another person, the child must be able to perceive the situation from the other person's point of view.
- ***respond emotionally to another person.*** In order to respond emotionally, the child must be able to experience the emotions of another.

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills (Hoffman, 1982; Iannotti, 1985). Without the ability to perceive, predict and identify with another's feelings, children may learn a problem-solving strategy but choose solutions intended to benefit themselves. In the long range, such a problem-solving strategy is likely to be unsuccessful due to the failure to enlist the cooperation and support of others. Therefore, any program promoting prosocial skills should first address skills to acquire and enhance empathy.

Developmental Levels

The ability to empathize is developed in a series of progressive social stages. Until recently, perspective taking was thought not to develop until around the age of seven (Piaget, 1948). In the last fifteen years this theory has been revised by research which indicates that empathy skills begin to take form much earlier, at ages three to four, pointing to young children's innate sociality (Lee, 1989).

As with all developmental processes, there is a wide variation among healthy children of the same chronological ages. In addition, various cultures differently emphasize the relative importance of self

versus others, leading to probable culture-wide differences in "normal" developmental states of empathy. Nevertheless, within limits, some generalizations can be made. The following developmental sequence is based on the models of Hoffman (1982) and Selman (1980) and refined by Shantz (1984):

- **0-1 year:** Distress cues from others may elicit infants' own distress responses—a fusion of their own feelings with an undifferentiated other (e.g., crying at the sound of another infant crying).

- **1-3 years:** Children become aware of others as physical entities distinct from themselves. They begin to respond empathically (e.g., giving their doll to someone in distress.) By ages two or three, they have a basic sense that others have inner states (thoughts, perceptions, feelings) independent of their own, but may confuse their own inner states with that of others (e.g., Sally likes to play in the sand box and assumes others feel the same).

- **3-5 years:** Children develop the ability to recognize others' overt expressions of basic emotions, understand causes of emotions in simple and salient situations and recognize that feelings may change. They begin to comprehend that when in the same situation as another, their perspectives may be either the same or different depending on the information they possess and their motives and goals. They can distinguish intentional from unintentional actions, but weight consequences over motives (e.g., getting mad at someone who accidentally bumped into them).

- **6-10 years:** Children more fully appreciate situations from different perspectives and can infer other's intentions, feelings and thoughts with a good deal of accuracy. They recognize that they may be the object of the other's perspective, allowing for reciprocity of thought. No person's perspective is perceived as absolutely right. Blame is more often attributed according to intent.

- **9-12 years:** Children begin to understand more complex emotions, such as shame, or simultaneous and contradictory emotions, such as sadness-relief. They become more self-reflective and gain the ability to view their own behavior and motivation from outside themselves. They may also gain the ability to empathize with an entire group or class of people (e.g., poor, oppressed, handicapped).

Disruptions in Development. This developmental schedule can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary caregiver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse

and neglect, may lead children to develop defense mechanisms which lower their ability to empathize (Klimes-Dougan & Kistner, 1990; Straker & Jacobsen, 1981). Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because they have experienced a wide range of emotions which they can also recognize and identify with in others.

Sex-role socialization favors the development of empathy in girls more than in boys (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968; Eisenberg, et al., 1989). Generally, young females may be socialized not only to understand but to take responsibility for the feelings of others. Cultural training for boys, however, may teach them to close off awareness of their own felt experience and that of others. Male sex-role socialization, in concert with a lack of empathic caretaking and early experiences of personal victimization or forced exposure to the victimization of family members, strongly inhibits the development of empathic awareness and response.

As aggressive children approach middle childhood, their empathic ability is often impaired by a number of misconceived notions about others. The smallest slight may be perceived as an act of hostility; these children feel that just about everyone is out to get them. Social situations continue to be approached from an egocentric level with a new twist: "How can I get them before they get me?" or "What can I get out of this?" These children often perceive other children as being more aggressive than themselves, and they appear to have little ability to take another's perspective (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986).

Teaching Strategies

While most research on empathy has concentrated on identifying the developmental levels and the specific components of the empathic response, some studies show that empathy is a learned behavior and suggest strategies for acquiring or enhancing it (Beland, 1988, 1989, 1991; Feshbach, 1984; Hoffman, 1982; Saltz & Johnson, 1974; Selman, 1980). Originally designed as intervention measures for aggressive children, these teaching strategies become preventive when they are applied to children before antisocial behavior becomes habitual.

These teaching strategies as presented in *Second Step* are as follows. Children learn to:

- ***identify feelings from a variety of physical (face, body) and situational cues.***

Teachers guide children in recognizing the basic components of facial expressions for six basic emotions using a standardized guide to facial expressions devised by Ekman and Friesen (1975) and modified for this curriculum.

- ***recognize that people may have different feelings about the same thing.***
  Children compare individual differences in emotional reactions ("Josh is afraid of haunted houses at Halloween, but Steven is excited about them"), one of the rudiments of perspective taking.

- ***recognize that feelings change and why this is so.***
  Children learn that feelings may wane with time or be changed as a result of circumstances or maturation ("I was sad about moving, but now I have new friends and I feel happy.").

- ***predict feelings.***
  Children practice predicting what others might do or say as a result of their actions ("If I grab it away, then she might cry"), as well as identifying reasons for behavior in situations which are simple and salient ("Jenny yelled at me because I grabbed her book.").

- ***understand that people may have different likes and dislikes (preferences).***
  Children learn to recognize that just because a friend does not want to spend time with them now, it does not mean the friend dislikes them.

- ***differentiate intentional from unintentional acts.***
  Children differentiate intentional from unintentional actions by examining motives.

- ***apply fairness rules in simple situations.***
  The concept of fairness is discussed and practiced in terms of common property and treatment at school.

- ***communicate feelings using "I" messages and actively listen to another person.***
  Children practice a simple form for expressing feelings and discuss and practice how their family and culture listen to others.

- ***express care and concern for others.***
  Alternative ways of expressing concern (helping, hugs, listening) are discussed and practiced by the children.

Role plays which require children to take the perspective of another person have been the most widely promoted technique used to increase empathy in research studies. Role plays are introduced in this

unit and emphasized in lessons requiring direct practice of the empathic response. Role plays which have a high transfer potential to real life situations have been selected.

Language Concepts

Vocabulary plays an important role in developing empathy and other skills required for solving problems (Spivack and Shure, 1974). Stress the vocabulary highlighted in the Language Concepts section of the lesson plan. While the vocabulary words may not be new, they may be used in unfamiliar ways. You will find that the lessons actually pivot upon these key words. Some of these language concepts are discussed below:

- In order to identify and differentiate feelings, children need to know what a feeling ***is*** as well as what it is ***not.*** ("Craig *is* afraid —he is *not* surprised.")
- The conjunction ***and*** is an important link for grouping multiple attributes. ("Gina is alone, tired, *and* scared.")
- The connectives ***same—different*** aid children in being aware of other people's feelings and preferences. ("Ian is afraid of water. Marly likes to swim. They have *different* feelings about the *same* thing.") Alternately, the *same* child may like to do *different* things at *different* times.
- The connectives ***now—later, before—after*** and ***some—all*** help children recognize the nonstatic nature of emotions. ("Marilyn doesn't want to play outside *now*, but she might *later*." "*Before* Stevie moved he felt sad; *after* he moved he was happy." "Renatta likes to be alone *some* of the time, but not *all* of the time.") Circumstances, maturity and/or additional information can cause a change in feelings and preferences.
- Consequential thinking is encouraged with the use of ***if—then*** and ***why—because*** connectives. ("*If* I hit him, *then* he may cry," or "He was hurt *because* I hit him.") The ability to predict others' feelings and actions is key to making appropriate decisions.
- Differentiating between actions which were done ***on purpose*** from actions which were ***accidents*** also encourages perspective taking. ("Danny didn't hurt Carlos *on purpose*—he was trying to catch the ball.")
- Discerning what is ***fair*** aids perspective taking. ("It isn't fair! If Jeffrey plays with the ball all recess then others won't get a turn.")

Transfer of Training

Use the three-step transfer of training model presented in the "Transfer of Training" section. When ***imagining the day***, help the children to identify time periods in which they might use their new skills:

"When might everyone do the *same* thing today?" (math)

"When might we do *different* things from each other?" (activity time)

"When might you *help* someone?" (clean up)

"When might you practice *listening*?" (school assembly)

During the course of a day, many natural opportunities arise for ***reinforcing behavior.*** They are present when reading stories, resolving conflicts and making decisions. The following are examples of what you might say to children to encourage use of the strategies:

"How do you think Lilly feels?.... How can you tell she feels mad?... Yes, she is frowning and her arms are crossed." *(identifying feelings)*

"You finished the project all by yourself! How do you feel now?" *(connecting cause and effect)*

"Jason was feeling sad. Then you shared a book with him. Now how do you think Jason is feeling?" *(changing feelings)*

"Dana, you like to have one special friend, but Theresa likes to have many friends. You feel *differently* about the *same* thing. How can you work this out?" *(similarities and differences, preferences)*

"*If* you leave out Rafael, *then* how might he feel?" *(predicting feelings)*

"Danitra, *why* do you think Willy is smiling?" *(causal thinking)*

"Nicole might not want to play *now*. Maybe she will want to play *later*." *(changing preferences)*

Ebony has been out sick for two weeks. What can we do to show we *care?* (expressing concern)

When ***remembering the day,*** ask the children to identify times they used the skills:

"Who felt *happy* today? Why did you feel *happy*?"

"Who used an *'I' message* today?"

"Who showed someone that they *cared*?"

Many of the concepts and strategies stressed in this curriculum are integral parts of academic subjects. Noting similarities and differences are basic to classification exercises in science and math. Predicting consequences and causal thinking are also necessary skills in science, math, language arts and social studies. *"If* I take away one apple from a group of five apples, *then* how many will be left?" When discussing the concept of time, the language concepts of *now-later* and *before-after* come into play. Using these language concepts in the cognitive realm helps to increase their use in the affective realm as well.

As you, the teacher, become familiar and comfortable with the concepts, goals and objectives of this curriculum, recognizing and seizing appropriate opportunities for integration and transfer of skills to real situations will become easy.

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Unit II — Impulse Control

Definition

Impulse control refers to stopping and thinking through a problem rather than doing the first thing that comes to mind. This unit combines two successful teaching strategies for reducing impulsive and aggressive behavior in children: *problem solving* and *behavioral skills training*. Problem solving applies a strategy to use in any interpersonal conflict. Behavioral skills training provides individual sets of skills formulated for specific target behaviors, such as "joining in" or "interrupting politely." Problem solving prescribes a cognitive process, while behavioral skills training supplies a list of specific overt behaviors.

Both strategies utilize similar techniques: modeling, role playing, performance feedback, reinforcement and transfer of training. In addition, problem solving naturally provides the context for learning target behaviors enumerated in behavioral skills training. For example, a lesson attempting to solve the problem of being left out by one's peers will provide opportunities to learn skill steps involved in joining in an activity or introducing oneself. The target social behaviors become the solutions.

Developmental Levels

Normal children proceed through a developmental reasoning process which involves verbal mediation (Vygotsky, 1962). Verbal mediation refers to the ability to *think out loud* to guide one's behavior. The following developmental model incorporates the acquisition of verbal mediation and problem-solving (Luria, 1961; Selman, 1980):

- **2-3 years:** Children begin to label items and progress to describing their activities out loud to themselves. While playing with blocks, a three-year-old might say, "I am making a BIG tower. Now I am putting a hat on the tower. Oh, it fell down!" Problem solving usually consists of physical, non-communicative methods such as parallel play and taking what they want. Children also begin to abide by limits adults set for their behavior.
- **3-4 years:** Children at this age can usually follow complicated directions given by an adult and may begin to regulate their own behavior through verbal self-instructions. When responding to a parent's directions, a four-year-old might say, "Wash my hands; turn off the water. Turn off the light. (to parent) I washed my hands. I'm ready for lunch!" Problem solving begins to include one-way directives or requests ("Let me have a turn." "Can I play?"). Children also begin to acquire more defined social skills at this age as they learn what is appropriate behavior in different settings (school vs. home).

- **5-7 years:** During this stage, children begin to process information cognitively rather than react to events in a superficial or associative manner. After this shift, children are able to inhibit impulsive reactions through the inner thought processes of logic and reason. The problem-solving mode begins switching from overt (external, out loud) to covert (internal) speech. When presented with difficult or stressful tasks, the amount of overt speech may temporarily increase to help guide behavior (Frauenglass & Diaz, 1985).

- **8-11:** By age ten, mediation is almost entirely covert. In middle childhood interpersonal problem solving becomes reciprocal in nature, stressing the satisfaction of both individuals involved, with one remaining predominant. Strategies include persuasion ("Come on—it will be really fun."), bartering ("If you let me borrow the book, I'll share my lunch with you."), and taking turns ("It's your turn to go first.").

- **12 and older:** In adolescence problem solving becomes more collaborative, reflecting mutual needs and an interest in sustaining the individuals' relationship.

It is unclear why this developmental process is interrupted in some children. Since cognition is so closely tied to the development of language, delays in language development spell delays in reasoning abilities as well. As stated before, adult modeling or lack of modeling will also affect the development of problem-solving abilities.

Problem Solving

After the ability to empathize, a very important ingredient to achieving consistent prosocial behavior in children is the knowledge and use of a problem-solving strategy. Children can learn to apply a method for solving an interpersonal problem, such as "dealing with wanting something that isn't theirs," just as they use certain steps to solve a math problem.

The problem-solving strategy proposed in this curriculum was first introduced by Spivack and Shure (1974) and refined and enhanced by others (Beland, 1988, 1989, 1991; Camp & Bash, 1981; Kendall & Braswell, 1985; Meichenbaum, 1977). In essence, a problem-solving process originally designed for impersonal, intellectual tasks was adapted for use in interpersonal situations. This teaching strategy appears to be useful as a preventive measure for adjusted children, as well as a prescriptive measure for aggressive children (Spivack & Shure, 1982).

The problem-solving approach has five steps:

Step 1: **What is the problem?**
(Identifying the problem using facial, body and situational clues)

Step 2: **What are some solutions?**
(Brainstorming ideas)

Step 3: **For each solution ask:**
Is it safe?
How might people feel?
Is it fair?
Will it work?
(Evaluating solutions by predicting consequences)

Step 4: **Choose a solution and use it.**
(Performing the solution using skill steps)

Step 5: **Is it working? If not, what can I do now?**
(Evaluating whether the idea is working and changing to an alternative idea if necessary)

To facilitate the use of this strategy, the lessons present a series of hypothetical situations for which students must problem-solve. The steps are presented separately in lessons 2 through 5 and applied as a complete strategy in the remaining lessons of this unit. Lessons 2 through 5 should be presented back-to-back in a four-day stretch as they are based on the same story. The problem-solving poster introduced in these lessons should remain on a classroom wall for the duration of the year. Students should also receive their own copy of the steps (see Appendix).

The first step—answering "What is the problem?"—is difficult for young children. They will often phrase the problem from the point of view of only one of the story characters. ("Dennis won't let Marie play with the game.") Ask what each child in the photograph might think the problem is and incorporate their answers into a neutral problem statement ("Dennis and Marie want to play with the same game, but only one person can play at a time."). Encourage the students to look and ask for information when defining a problem. In other words, what do they need to know in order to figure out the problem?

The *second step*—answering "What are some solutions?"—is one of the most critical skills to attain. Research shows that the ability to generate varied solutions to a problem is a deciding factor in whether children experience success in solving interpersonal problems. The quantity of solutions is as important as the type or quality of

solutions generated (Fischler & Kendall, 1988; Kendall & Fischler, 1984).

Brainstorming requires coming up with many ideas in a short amount of time (1-2 minutes). In order not to inhibit student responses, refrain from evaluating or placing value judgments on suggested solutions. **"That's one idea. What is another idea?"** encourages more participation than "That's a good idea! Does anyone else have one?" The latter response discourages participation in the brainstorming session by students who fear their suggestion may not be as "good" as other suggestions. In fact, it is important for the students to generate "poor" as well as "good" solutions in order to evaluate consequences of impulsive and aggressive behavior.

Sometimes children get stuck on a certain category of ideas, such as offering toys, food, books, etc., to solve a particular problem. To help them generate **alternative solutions**, say "Giving toys and giving books are alike. They both involve giving something. Can anyone think of a *different* idea—one that doesn't involve giving something?"

The third step—(predicting consequences)—requires the students to answer four evaluation questions for each solution (**"Is it safe?" "How might people feel?" "Is it fair?" "Will it work?"**). They often want to rush past this step; direct them to slow down and think about each solution. If the students generated many solutions, select three to evaluate, being sure to include a less appropriate solution.

The fourth step—"Choose a solution and use it"—requires the students to make a choice based on information generated in the third step. They do not have to agree as a group; leave room for individual style and preferences. There are no absolute answers for solutions. Rather, the students should be developing a smorgasbord of prosocial solutions from which they might choose. The fourth step also provides a platform for using behavioral skill steps to perform the chosen solution; this is more fully explained on the following page.

The final step—answering, "Is it working?"—asks students to evaluate the actual effectiveness of the solution in that situation. The students may at first feel a sense of failure if the idea they chose does not work. Encourage them not to look at it as a win-lose situation. Most successful people, including athletes, do not succeed on their first try. When a solution doesn't work, it is important to be flexible and pursue another avenue (**"If not, what can I do now?"**). This ability to change directions when necessary is another attribute of the successful problem solver.

Behavioral Skills Training

Behavioral skills training, introduced by Goldstein (1981) and others, combines well with the problem-solving strategy. The lessons provide problem situations which call for specific target behaviors as possible solutions. For example, in one lesson a child wants to go to the corner store with a friend. Students are asked to generate solutions to the child's problem. A likely and appropriate solution is to "ask permission," a target behavior which can be broken down into skill steps: 1) decide who to ask; 2) ask politely by saying "May I...?;" 3) Say "thank you" to a "yes" answer and accept a "no" answer without arguing.

Generating Skill Steps. It is important to guide students in coming up with their own skill steps, for it encourages greater ownership of the target behavior. You may need to supply guiding questions. For example, if a student offers "Say excuse me" as a step for interrupting politely, write it down and ask "When would you say it—when the people are talking or when they have stopped for a pause?" The children will invariably choose the latter, after which you write "wait for a pause" as the first step. Skill steps should number no more than three or four for easy recall.

Facilitating Role Plays. When working with first grade students, it may work best for the teacher to perform a role play w*ith* each child or coach two students in front of the class. Second and third grade students may be ready for practicing in pairs, followed by a few role plays performed in front of the class. You are the best judge of how much direction your students need.

You should coach or prompt the students when they perform the role plays. Afterwards, provide performance feedback and reinforcement along with the rest of the class. Use the skill steps written on the poster as a guideline for giving feedback.

The **target behaviors** taught in this unit are as follows:

- **joining in**
- **ignoring distractions**
- **interrupting politely**
- **dealing with wanting something that isn't yours**
- **asking for help in a positive way**
- **playing a game**
- **asking permission**

- **apologizing**
- **dealing with peer pressure**
- **resisting the temptation to steal**
- **resisting the temptation to lie**

The first target skill, joining in, is perhaps the most critical one to teach to impulsive and aggressive children. A recent study found that a key way in which aggressive children differ from their more social peers is that they make significantly fewer comments and ask fewer questions of children. By showing interest and not immediately barging into an ongoing play situation, their more socially successful peers are able to size up the situation and ease themselves in (Neel, Jenkins & Meadows, 1990).

Thinking Out Loud

To help correct developmental lags in impulse control, the *think out loud* approach is applied to the problem-solving strategy and behavioral skills training. Students talk through the problem-solving steps out loud as well as say the behavioral steps as they do them. Studies with normal and impulsive children have found that verbal self-instruction and labeling increases and maintains recall, cognitive performance, discrimination learning and ability to control motor behavior (Camp & Bash, 1981; Kendall, 1977).

Lessons which focus on thinking out loud in regard to problem solving guide students to **ask and answer** each problem solving question. Thinking out loud might sound like this: "Let's see, *what is the problem?* I want to play with the space game, but I don't have the game. *What are some solutions?* I could take the game away from Dennis; I could ask him for it; I could offer to trade for it; I could cry; I could get help from a grown-up; we could share it. *Is taking the game away safe?* No, he might hit me..." (evaluates solutions for possible consequences). In this case there are several acceptable solutions, so the child decides, "I think I'll offer to trade one of my books for his game. We'll see if it works." After repeated practice, children are encouraged to go through the steps silently in their minds or by whispering to themselves (Camp & Bash, 1981).

Thinking out loud can also be applied when performing behavioral skills, such as resisting the temptation to steal ("Don't do it. Be honest."). Using thinking out loud to guide behavior will help the students to remember and apply the steps in real situations.

When **introducing thinking out loud** choose one or two highly verbal students to model the strategy with you, using the same role

play scenario. Start by having one of the students ask the questions with you providing the answers. Emphasize that thinking out loud requires you to **ask and answer** the problem-solving questions. Make sure the problem-solving poster is in full view. Remember to make thinking gestures (hand on chin, occasionally looking up in thought). Then switch, with you doing the asking and the student the answering. Give the student time to think and form her/his answer. You may need to coach ("What else could you do?") or prompt by starting a sentence for her/him ("The problem is..."). This process may be slow at first, especially with first grade students, but the pace will pick up with practice.

After performing the model role play, have the students work in pairs, with one student asking the questions and the other student answering in complete sentences. This will take the stress off of performing verbal mediation in front of the class. You may want the pairs to continue using the same model role play scenario. Ask the pairs to switch roles and repeat the exercise. Circulate among the students to provide guidance. When students use thinking out loud in role plays, it is helpful to use a **"thinking bubble."** A thinking bubble can be cut from poster board in the shape of a cloud. With a felt pen, write "Hmm . . ." on the cloud and glue the cloud to a stick. The thinking bubble can be held over the head of the student who is thinking out loud to make the cognitive appear concrete.

Language Concepts

Many of the language concepts introduced in Unit I are reinforced in this unit. Connectives such as *if—then, why—because* and *same—different* are integral to the problem-solving strategy. In addition, some key words and phrases are introduced in this unit:

- Students learn what a ***problem*** is and how to ***solve*** a problem.
- Students learn to ***brainstorm solutions*** for solving a problem.
- Language concepts for teaching the target skills in this unit include: ***joining in, ignoring distractions, interrupting politely, sharing, trading, taking turns, sportsmanship, permission, conversation, apologizing, peer pressure, temptation, stealing, lying, trust.***

Transfer of Training

Research suggests that academic skills will be strengthened when the concepts and skills involved in problem solving are reinforced in the social realm (Shure & Spivack, 1983). It is interesting to note, however, that the concepts and skills are not naturally generalized from academic to social situations as they are from social to academic situations (Dou-

glas, et al., 1976; Meichenbaum, 1977). The skills must be learned and practiced in the social context.

Of critical importance to student acquisition of thinking out loud is teacher use of the strategy. **Repeated modeling of the strategy** to solve real life problems is key. Start out by practicing the strategy at home in order to become comfortable with it. The author acquired the strategy and taught it to her three-and-a-half year old daughter by verbalizing problem solving concerning the new baby in the family. It sounded like this: "Oh, dear. There's a problem—Marc's crying. Let me see; what can I do? Perhaps he needs his diaper changed. Maybe he's hungry and I should feed him. Or maybe he's too hot and needs his clothes changed. I just fed him an hour ago and I know he's not too hot because I pulled the shade down next to the crib. I think his diaper is probably wet. I think I'll try changing his diaper and see if it works." At this point, the author went upstairs with her daughter and talked through the steps for changing a diaper as the baby was being changed. Acknowledging that the solution worked was the last step: "Oh look, it worked. Marc stopped crying and he's smiling!" Within two weeks of repeated modeling of thinking out loud, the three-year old was spontaneously offering multiple solutions to the sound of her brother's cries as well as other familiar problems.

In the classroom, many opportunities to model thinking out loud arise during the day: making scheduling decisions, solving problems involving classroom procedures (how to organize clean-ups) or deciding how everyone who wants a turn to talk during *Second Step* discussions gets the chance to do so. After a few monologues, the students will want to "chime in" with your thinking out loud. Encourage this, but be clear with what problems you need to retain the decision making power. Students enjoy playing the role of advisor as well as the role of decision maker.

After witnessing modeling of the strategy, **students should be coached in thinking through their own problems out loud.** To best do this, the steps need to be visible for easy referencing. This is the reason for keeping the problem-solving poster posted in the classroom, as well as on the playground, in the halls and cafeteria, etc. (In one school, first grade students made bracelets of the problem-solving steps and used them successfully with other children on the playground.)

Coaching children to use the steps in interpersonal conflicts is often called ***dialoguing.*** Dialoguing might sound like this:

Teacher: Brian, what's happening?
Brian: They won't give me a turn! (at the tetherball)

Teacher: So, you want to play tetherball and so do they (rephrasing problem). What could you do to get a turn?
Brian: You can make them let me play.
Teacher: Telling a teacher is one idea. What else could *you* do?
Brian: Ask them?
Teacher: What might happen if I tell them to let you play?
Brian: They might get mad at me for telling on them.
Teacher: What might happen if you ask them?
Brian: They might say "yes"... but they might say "no."
Teacher: Give it a try and see if it works.

Once again, use the three-step transfer of training model presented in the "Transfer of Training" section to cement behavioral skills. Guide the students to ***imagine the day*** by having them identify times when they might use the skills presented in *Second Step*. Behavioral skills such as "joining in," "playing a game," and "making conversation" are easy to associate with upcoming activities.

Coach students in performing behavioral skills. Encourage them to rehearse a solution verbally before they actually use it in a real situation. "What words could you use?" or "Pretend I'm _____ and say it to me" are common coaching lines. In the above example, the student could practice asking for a turn with the teacher first, and then try it with the children involved.

Helping students to ***identify natural reinforcement*** when it occurs might sound like this:

Teacher: Brian, what just happened?
Brian: They gave me a turn on the tetherball.
Teacher: Yes, they gave you a turn *because* you asked them nicely. How do you feel about that?
Brian: Good—it worked!

It is important to ***remember the day*** by helping the students to identify times when they used the skills:

"Who shared something with another person today?"

"Who practiced interrupting politely today?"

By structuring transfer of training into the day, you can help ensure that students use problem solving and behavioral skills in real situations.

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Unit III — Anger Management

Definition

Anger management is a compilation of stress reduction techniques for channeling one's angry feelings into socially acceptable directions. It is not an attempt to sweep the emotion under the carpet, but rather to address the source of the anger in a constructive way.

It is important to note that not all acts of aggression are precipitated by anger, nor does anger always lead to aggressive behavior. Anger is a much maligned emotion, which has its *positive* side. How would constructive social or personal changes come about if the citizenry or individual were not angry or dissatisfied with certain public policies (slavery) or private acts (abuse)? However, anger is frequently a component of aggressive behavior and acts of violence. Anger, the emotion, is not the problem; what one does with anger can be.

Developmental Levels

Since distress is unavoidable for humans, it is important to learn how to modulate, tolerate and endure negative experiences. The ability to deal with stress is a critical component of children's developmental growth. In fact, emotional regulation begins from practically the moment of birth and changes in significant ways through middle childhood. A developmental model describes the learning process as follows (Band & Weisz, 1988; Kopp, 1989):

- **0-3 months:** Young infants turn their heads away from unpleasant stimuli and use non-nutritive sucking to pacify themselves when distressed.
- **3-9 months:** Older infants are capable of remembering what has pacified them in the past and can calm down in anticipation of these experiences being repeated (e.g., ceasing to cry when hearing mother's footsteps or her soothing voice).
- **12 months-4 years:** Planned stress control or **primary coping** begins to emerge slowly around the first year of life and gains in sophistication during the preschool years. Primary coping involves the recognition of a stressful situation followed by a sequence of actions designed to change or modify the situation. If a three-year-old is bothered by an aggressive child, s/he might move to another part of the room and choose a solitary activity which is difficult for others to join in. When confronted with getting a shot at the doctor's, a child may cry in hopes of avoiding it. Tantrums tend to peak at age four. Early in this stage, children may also consistently use a specific object, such as a blanket or stuffed animal, to reduce stressful feelings.

- **4-7 years:** During this period, **secondary coping**, the ability to adjust to circumstances as they are, emerges, although primary coping remains the preferred strategy. Secondary coping involves changing one's internal state, while primary coping involves changing one's external state. Whether young children use one coping strategy or the other largely depends on their sense of control in a situation. For example, secondary coping increases when confronted with medical procedures, such as getting a shot, or dealing with authority figures, such as a teacher; both are situations in which young children feel they have little control.

- **8-12 years:** Choice of coping strategies continues to vary across situations. Dealing with negative situations in school begins to reflect more primary coping strategies (e.g., trying harder, studying more, getting a tutor). Secondary coping, however, makes incremental gains as the general strategy of choice, and by age twelve it is the preferred strategy.

Anger management represents a secondary coping strategy. Children attempt to modify their internal state before they problem solve, the latter being essentially a primary coping strategy. This developmental model suggests that first through third grade students are capable of applying anger management techniques to stressful situations.

Teaching Strategies

This unit presents a secondary coping model specifically designed for first through third grade students for dealing with stressful emotions. The affective components of physical relaxation are combined with the cognitive strategies of self-instruction and problem solving.

This approach was originated by Novaco (1975) for use with angry adolescents and refined by others, (Feindler, Marriott & Iwata, 1984). Since its inception as a therapeutic tool, it has worked well not only with aggressive delinquents but with juvenile sex offenders as well.

Anger management uses ***thinking out loud*** or ***self talk*** to guide one's behavior in much the same way that it aids problem solving. Novaco noted that "anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (Novaco, 1975), and that angry feelings are often accompanied by "a combination of physical arousal and cognitive labeling of that arousal as anger" (Novaco, 1979). For example, someone may confront a problem, become physically aroused (hot, tense, accelerated heart beat) and then label her/his feelings—"That makes me so mad!"—which serves to further arouse her/him.

Anger management seeks to *break or reverse this cycle of anger escalation* by substituting positive coping statements and psychological techniques to reduce the physical arousal pattern. This strategy, as refined for this curriculum, is as follows:

What to Do When You Are Angry

1. **How does my body feel?**
   (Students recognize sensations that tell them they are angry.)

2. **Calm down:**
   - **Take three deep breaths.**
   - **Count backwards slowly.**
   - **Think nice thoughts.**
   - **Talk to myself ("Calm down")**

   (Students apply anger reduction techniques.)

3. **Think out loud to solve the problem**
   (Students apply the problem-solving strategy.)

4. **Think about it later:**
   - **Why was I angry?**
   - **What did I do?**
   - **What worked?**
   - **What didn't work?**
   - **What would I do differently?**
   - **Did I do a good job?**

   (Students reflect on the incident and evaluate their performance.)

The above steps are introduced in lessons 2-5. Hang the poster in a visible spot in the classroom and give each student a copy of the steps. Refer to the steps when students are having difficulty with angry feelings.

Anger management is naturally paired with the problem-solving approach; after reducing anger, one needs to deal effectively with the situation that provoked the anger in the first place. Anger management can be seen as a prelude to making peace with others.

As with problem solving in Unit II, this strategy also lends itself to the teaching of individual target behaviors. Specific target behaviors taught in this unit are as follows:

- **keeping out of a fight**
- **dealing with name-calling and teasing**
- **dealing with criticism**

- **accepting consequences**
- **dealing with disappointment**
- **dealing with an accusation**
- **making a complaint**

Language Concepts

Unit III does not introduce many new language concepts, but continues to build on those introduced in the previous two units. The most important term for the students to understand is ***calm down.*** Calming down can mean the use of any one or more of the techniques listed above.

Transfer of Training

Continue to use the three-step transfer of training model presented in the "Transfer of Training" section. When **imagining the day,** help the students to identify times during the day they might need to calm down (after recess, waiting in line).

There are plenty of opportunities for children to use anger management skills during the course of the day. Since children at this age may have difficulty initiating use of the steps on their own, you will need to guide them. A teacher-child dialogue might sound as follows:

Teacher:	*(upon seeing a very angry child)* Mara, take a deep breath. Good. Take two more deep breaths.
Mara:	*(quieter, but in tears)* He pushed me.
Teacher:	I can see that you're upset. Say, "calm down" with me.
Mara and Teacher:	Calm down.
Teacher:	Say it again very slowly.
Mara:	Calm down.
Teacher:	Good. Now let's talk about the problem....

You may want to designate a *time-out corner* where students can go to cool off and utilize the techniques. Be sure to follow a period in the time-out corner with a problem-solving session that addresses the child's concerns.

Reinforce behavior by aiding students in identifying the benefits of responding calmly in provocative situations. When **remembering the day,** ask them to identify times they used the skills to calm down or times they used the behavioral skills presented in this unit.

References

Band, E. B., & Weisz, J. R. (1988). How to feel better when it feels bad: Children's perspectives on coping with everyday stress. *Developmental Psychology, 24,* 247-253.

Feindler, E. L., Marriott, S. A., & Iwata, M. (1984). Group anger control training for junior high school delinquents. *Cognitive Therapy and Research, 8,* 299-311.

Kopp, C. B. (1989). Regulation of distress and negative emotions: A developmental view. *Developmental Psychology, 25,* 343-354.

Novaco, R. W. (1975). *Anger Control: The development and evaluation of an experimental treatment.* Lexington, MA: D. C. Health.

Novaco, R. W. (1979). The cognitive regulation of anger and stress. In P. C. Kendall & S. P. Hallon (Eds.), *Cognitive-behavioral interventions.* Orlando, FL: Academic.

Scope and Sequence

At-a-Glance

Unit	First Grade	Second Grade	Third Grade
Unit I: Empathy Training	Lessons: 1-3 Video: Part 1 Lessons: 4-7	Lesson: 8 Video: Part 1 Lessons: 9-12	Lesson: 13 Video: Part 1 Lessons: 14-17
Unit II: Impulse Control	Lessons: 1-5 Video: Part 2 Lessons: 6-8	Lesson: 9 Video: Part 2 Lessons: 10-14	Lesson: 15 Video: Part 2 Lessons: 16-19
Unit III: Anger Management	Lessons: 1-5 Video: Part 3 Lessons: 6-7	Lesson: 8 Video: Part 3 Lessons: 9-11	Lesson: 12 Video: Part 3 Lessons: 13-15

Implementation notes: If you are a second or third grade teacher and your students have not received *Second Step* in previous years or are in need of further review, you may want to teach selected lessons designated for the preceding grades. If your school is starting to implement *Second Step* on a school-wide basis this year, stagger the implementation starting times. Have the third grade teachers teach the first and second grade lessons and then pass them to second grade teachers. After teaching the first grade lessons, second grade teachers should pass them to the first grade teachers.

Scope and Sequence

Unit Goals and Concepts

Grade 1

Unit I: Empathy Training

Lesson 1: "Introduction to Empathy Training"

- The goal of this unit is to increase students' ability to identify others' feelings, take others' perspectives, and respond empathically to others.
- Understanding others, solving problems and controlling anger are skills which can be taught.
- Rules are important for group discussions.

Lesson 2: "Identifying Feelings"

- Empathy requires the identification of others' feelings through verbal and physical clues.

Lesson 3: "Looking for More Clues"

- Situational clues also help in the identification of others' feelings.

Video: Part One

Lesson 4: "Similarities and Differences"

- Recognizing similarities and differences in others' feelings is a requisite for taking the perspective of others.

Lesson 5: "Feelings Change"

- People may feel differently about the same situation at different times.

Lesson 6: "Predicting Feelings"

- A requisite for social perspective taking is the ability to predict others' feelings.

Lesson 7: "Communicating Feelings"

- "I" messages are effective statements for communicating feelings.

Unit II: Impulse Control

Lesson 1: "Introduction to Interpersonal Problem Solving"

- The goal of this unit is to decrease impulsive and aggressive behavior in children through learning and practicing a self-instructional, problem-solving strategy, combined with behavioral skills training.
- Problems are difficult or troublesome situations which may be resolved by applying a strategy.
- Social skills are ways for behaving with other people.

Lesson 2: "Identifying a Problem"

- Identifying a problem involves looking for clues and asking for information.

Lesson 3: "Choosing a Solution"

- Brainstorming requires coming up with alternative ideas to solve a problem.
- Evaluating solutions for possible consequences helps in choosing a solution.

Lesson 4: "Step by Step"

- Breaking down a solution into skill steps is necessary to applying the solution.

Lesson 5: "Is It Working?"

- Evaluating whether a solution is working and changing to an alternative solution if necessary is critical to successful problem solving.

Video: Part Two

Lesson 6: "Ignoring Distractions"

- Ignoring distractions involves looking away and acting uninterested.

Lesson 7: "Interrupting Politely"

- An appropriate time to interrupt is during a pause or at the end of a conversation.

Lesson 8: "Dealing With Wanting Something That Isn't Yours"

- Sharing, trading, and taking turns are acceptable means for dealing with wanting something that isn't yours.

Unit III: Anger Management

Lesson 1: "Introduction to Anger Management"

- The goal of this unit is to decrease feelings of anger and encourage social problem solving in children through the recognition of anger signs and triggers and the use of anger-reduction techniques.
- Physical signs alert us to our angry feelings.
- Angry feelings are okay, but angry behavior can be harmful.

Lesson 2: "Anger Triggers"

- External events and internal thoughts may trigger angry feelings.

Lesson 3: "Calming Down"

- Relaxation techniques may reduce feelings of anger.

Lesson 4: "Self-Talk"

- Positive self-statements may increase success in pressure situations.

Lesson 5: "Reflection"

- Reflecting on performance in a pressure situation may increase one's success in the future.

Video: Part Three

Lesson 6: "Keeping Out of a Fight"

- Physical fighting does not solve problems.
- There are peaceful alternatives to violence.

Lesson 7: "Dealing With Name-calling and Teasing"

- Effectively dealing with name-calling or teasing involves ignoring the remarks, telling the person how you feel and/or getting help.

Grade 2

Unit I: Empathy Training

Lesson 8: "Skill Review"

- Empathy requires the identification of others' feelings through verbal, physical and situational clues.
- Recognizing similarities and differences in others' feelings is a requisite for taking the perspective of others.
- People may feel differently about the same situation at different times.
- "I" messages are effective statements for communicating feelings.

Video: Part One

Lesson 9: "Preferences"

- People vary in their preferences and their preferences may change over time.

Lesson 10: "Cause and Effect"

- Empathy requires understanding the effect people have on one another.

Lesson 11: "Intentions"

- Discrimination of accidental from intentional actions is a requisite for developing empathy.

Lesson 12: "Fairness"

- In an equal situation, where two people have equal rights to an object, the fair solution is for both to receive benefit from the object.

Unit II: Impulse Control

Lesson 9: "Skill Review"

- Identifying a problem involves looking for clues and asking for information.
- Brainstorming solutions requires coming up with alternative ideas to solve a problem.
- Evaluating solutions for possible consequences helps in choosing a solution.
- Breaking down a solution into skill steps is necessary to applying the solution.
- Evaluating whether a solution is working and changing to an alternative solution if necessary is critical to successful problem solving.

Video: Part Two

Lesson 10: "Asking for Help In a Positive Way"

- Asking for help involves patient waiting and should not be disruptive.

Lesson 11: "Joining In at the Right Time"

- Joining in an activity requires waiting for the right moment to gain attention and make a request.

Lesson 12: "Playing a Game"

- Playing a game requires setting rules, choosing sides, deciding who starts, taking turns, following the rules, and gracefully accepting winning or losing.

Lesson 13: "Asking Permission"

- Asking permission is an important skill in behaving responsibly.

Lesson 14: "Apologizing"

- Apologizing and offering to make amends is an important skill in getting along with others.

Unit III: Anger Management

Lesson 8: "Skill Review"

- Physical signs alert us to our angry feelings.
- Angry feelings are okay, but angry behavior can be harmful.
- External events and internal thoughts may trigger angry feelings.
- Relaxation techniques may reduce feelings of anger.
- Positive self-statements may increase success in pressure situations.
- Reflecting on performance in a pressure situation increases one's success in the future.

Video: Part Three

Lesson 9: "Dealing With Criticism"

- Criticism can be constructive or destructive.
- Effectively dealing with criticism involves taking responsibility for your actions.

Lesson 10: "Dealing With Being Left Out"

- Effectively dealing with being left out requires an assertive response.

Lesson 11: "Accepting Consequences"

- Accepting consequences is an ingredient of responsible behavior.

Grade 3

Unit I: Empathy Training

Lesson 13: "Skill Review"

- Empathy requires the identification of others' feelings through verbal, physical and situational clues.
- Recognizing similarities and differences in others' feelings is a requisite for taking the perspective of others.
- People may feel differently about the same situation at different times.
- A requisite for social perspective taking is the ability to predict others' feelings.
- "I" messages are effective statements for communicating feelings.
- Discrimination of intentional from unintentional actions is a requisite for developing empathy.
- In an equal situation, where two people have equal rights to an object, the fair solution is for both to receive benefit from the object.

Video: Part One

Lesson 14: "Conflicting Feelings"

- People may have conflicting feelings about a situation.

Lesson 15: "Active Listening"

- Active listening involves maintaining eye contact and rephrasing what has been said.
- Active listening helps to heighten sensitivity to others.

Lesson 16: "Expressing Concern"

- Expressing concern is an empathic behavior.

Lesson 17: "Accepting Differences"

- All cultures have similarities as well as differences.
- It is unkind and unfair to make fun of others' differences.

Unit II: Impulse Control

Lesson 15: "Skill Review"

- Identifying a problem involves looking for clues and asking for information.
- Brainstorming solutions requires coming up with alternative ideas to solve a problem.
- Evaluating solutions for possible consequences helps in choosing a solution.
- Breaking down a solution into skill steps is necessary to applying the solution.
- Evaluating whether a solution is working and changing to an alternative solution if necessary is critical to successful problem solving.

Video: Part Two

Lesson 16: "Making Conversation"

- Making conversation involves asking questions of interest to the other person.

Lesson 17: "Dealing With Peer Pressure"

- Giving and accepting an assertive refusal is an important personal safety skill.

Lesson 18: "Resisting the Temptation to Steal"

- Resisting the temptation to steal involves predicting short and long term consequences.

Lesson 19: "Resisting the Impulse to Lie"

- Telling the truth is important in taking responsibility for one's behavior.

Unit III: Anger Management

Lesson 12: "Skill Review"

- Physical signs alert us to our angry feelings.
- Angry feelings are okay, but angry behavior can be harmful.
- External events and internal thoughts may trigger angry feelings.
- Relaxation techniques may reduce feelings of anger.
- Positive self-statements may increase success in pressure situations.
- Reflecting on performance in a pressure situation may increase one's success in the future.

Video: Part Three

Lesson 13: "Dealing With Disappointment"

- Effectively dealing with failure to reach a goal requires a good attitude and evaluation of the situation.

Lesson 14: "Dealing With an Accusation"

- Effectively dealing with an accusation involves thinking about what the person said and responding nonviolently.

Lesson 15: "Making a Complaint"

- Making a complaint requires assertive behavior.

Take-Home Letters

It is important for children to use the skills they learn through *Second Step* in their natural environment. To encourage skill practice at home, Take-Home Letters have been supplied. The Take-Home Letters include information on what the children have been learning recently, as well as tips on how parents and guardians can help their children learn and use their new skills.

Two Homework master copies are provided for use with designated lessons in Units II and III. One master is designed for parents and guardians; the other master is a student self-report. For each lesson which asks the class to generate steps to a social skill, either fill in the steps yourself or have the students copy them off the poster onto both homework sheets. The students should take the sheets home, share them with their families, practice the steps, answer the questions and return them to class for discussion.

In addition, it is suggested that you explain the *Second Step* program during a parents' night or parent conferences. Let parents know that you will be sending home regular pieces of information and would like them to participate as much as they can.

Take-Home Letter

Introduction to *Second Step*

date _____

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

We are starting a new program in your child's class called ***Second Step.*** The goal of this program is to build your child's problem-solving and social skills.

Children who learn and use the skills presented in this program are more likely to get along with other people and do better in school. The *Second Step* lessons are divided into three areas:

1. **Empathy Training**
   Children learn to:
   - identify feelings (happy, sad, mad, scared...).
   - predict how other people feel (by reading faces, body language, etc.)
   - show others they care.

2. **Impulse Control**
   Children learn to:
   - solve problems.
   - practice social skills (joining in, apologizing, interrupting politely...).

3. **Anger Management**
   Children learn to:
   - calm down.
   - redirect their feelings in more positive ways.

You will be getting several more Take-Home Letters. These will let you know what your child is learning. Please take some time to try the suggested activities. Talking about the program with your child will help her/him to use the new skills at home.

Also, I'd be happy to hear from you! During the next few months let me know what you think of the *Second Step* program.

Sincerely,

Take-Home Letter

***Second Step*, Unit I**

date _____

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Empathy Training"** unit of the ***Second Step*** program, your child will be learning to:

- identify others' feelings.
- predict how others might feel.
- show others they care.

These skills are necessary to becoming successful problem solvers. When children have not mastered these skills, they may find it difficult to make friends and their schoolwork may suffer. These children may fail to develop positive self-images, which further slows their progress.

These skills can be practiced at home, as well as at school. Build empathy by helping your child to:

- identify their and others' feelings by looking for clues in the face, voice, body and situation. ("You're clenching your teeth and fists; are you angry? Why?")
- recognize that people may react differently to different situations. ("You like this TV program, but it scares your brother. What could we do about it?")
- recognize cause and effect. ("Why is your friend crying?")
- predict feelings. ("How do you think your friend feels when she asks you a question and you don't answer her?")
- recognize the difference between accidental actions and those done on purpose. ("Do you think he meant to knock over your bike?")
- communicate feelings. ("I feel happy when you do your chores.")
- listen to others. ("I can tell you are listening because you are looking at me.")
- accept differences in others. ("It is okay for your friend to be different from you. You two are alike in some ways, too. How?")

By listening to and talking about feelings, you will be helping your child to feel valued and to be more understanding of others. I hope that you have time to work on these skills at home. Thank you for your time and interest.

Sincerely,

Take-Home Letter

***Second Step*, Unit II**

date _____

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Impulse Control"** unit of the ***Second Step*** program, your child will be learning how to solve problems by using five steps which s/he *asks and answers*:

1. What is the problem?
2. What are some solutions?
3. For each solution ask:
   Is it safe?
   How might people feel?
   Is it fair?
   Will it work?
4. Choose a solution and use it.
5. Is it working? If not, what can I do now?

You can **practice** these steps with your child by doing the following:

- Instead of solving your child's problem for her or him, ask, "What could you do?" followed by, "That's one idea; what else could you do?"
- When your child comes up with solutions, hold back from judging each idea. After s/he has thought of several solutions, ask your child to evaluate each one.
- If one solution doesn't work, encourage your child to try another one.
- Practice solutions with your child. For instance, if s/he is trying to solve the problem of being bored and chooses to call a friend, have her/him practice what to say on the phone before making the call.

In class your child will be practicing social skills to use as solutions to problems. You may hear about these "role plays" from your child. I will be sending home the steps we use for each social skill on a **Homework** sheet so that your child can practice at home. Please fill them out, share them with your child, and return them any time within the week they are assigned.

If you use different steps for a social skill, please discuss this with your child and, if you like, let me know. The goal of this program is to promote prosocial behavior in children. The program does not present hard and fast rules on social skills; it does present guidelines for acting safely, fairly and with a concern for others. Thank you for your support.

Sincerely,

Take-Home Letter date _____

***Second Step,* Unit III**

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Anger Management"** unit of the ***Second Step*** program, your child will be learning what to do about angry feelings. Your child will be taught the following steps to say to her/himself:

1. How does my body feel?
   (Students recognize clues that tell them they are angry.)
2. Calm down:
   - Take three deep breaths.
   - Count backwards slowly.
   - Think nice thoughts.
   - Talk to myself.
3. Think out loud to solve the problem.
4. Think about it later:
   - Why was I angry?
   - What did I do?
   - What worked and didn't work?
   - What would I do differently?
   - Did I do a good job?

The children are taught that it's okay to feel angry. Feeling angry is not "bad", but how one acts when angry is important. Angry behavior (pushing, hitting, etc.) is not all right.

You can help your child to deal with anger by doing the following:

- Help your child to recognize when s/he is angry.
  Ask, "How do you feel about that?" or "That must have been hard on you."
- Take three deep breaths, count slowly and say "calm down" with your child when s/he is angry.
- Give your full attention when listening to your child's feelings. Some feelings are hard to accept, but a child can often work out these feelings by talking about them.
- Let your child see you use the skills in real life situations.

I will continue to send **Homework** sheets so that your child can practice at home. Please fill them out, share them with your child, and return them any time within the week they are assigned. Thanks again for your support!

Sincerely,

Homework

***Second Step*, Student Self-Report**

Name _____ date _____

Copy the social skill and the skill steps from today's lesson on the lines below.

Social Skill: _____
(Teacher or student fills in)

Skill Steps: (Teacher or student fills in the steps from the lesson)

_____

_____

_____

_____

Answer the following:

When did you use the skill? _____

What happened? _____

_____

Draw a picture of you doing the social skill:

How did you do? (Circle one)

Great! Okay Could have done better

What might you do differently next time? _____

_____

Turn this in to your teacher.

Homework

***Second Step,* Parent Report**

Child's Name _____ date _____

Dear Parent(s), Guardian(s),

This week your child has been learning and practicing the social skill listed below. Please practice this skill with your child at home. When you see your child use the skill in the next two days, fill out the report, share it with your child, and have her/him return it to class.

Social Skill: _____
(Teacher or student fills in)

Skill Steps: (Teacher or student fills in the steps from the lesson)

_____

_____

_____

_____

Notes from the teacher:

If the skill steps are different from the ones your family uses, talk to your child about the differences. See these ideas as not necessarily replacing ones you are using. Thanks again for your support!

Sincerely,

Children's Books

Annotated Bibliography

Artis, Vicki Kimmel; illustrated by Giulio Maestro. **Gray Duck Catches a Friend**. New York: G.P. Putnam's Sons. 1974. After building a trap to catch a friend, Gray Duck discovers another way to find friends. (friendship, problem solving)

Avery, Charles. **Everybody Has Feelings, Todos Tenemos Sentimientos.** Seattle: Open Hand Publishing, Inc. 1992. A book of photographs.

Baker, Betty; illustrated by Emily Arnold McCully. **Partners**. New York: Greenwillow Books. 1978. Badger and Coyote learn about fairness in friendship. (fairness, helping, accepting consequences, friendship, wanting something that isn't yours)

Baker, Betty; illustrated by Marsha Winborn. **Digby and Kate**. New York: E.P. Dutton. 1988. Digby and Kate are very different; they have their ups and downs but remain good friends. (accepting differences, empathy, friendship, similarities and differences, preferences, fairness, problem solving, choosing a solution, asking for help in a positive way, anger triggers)

Benson, Kathleen; illustrated by Emily Arnold McCully. **Joseph on the Subway Trains**. Massachusetts: Addison-Wesley. 1981. Eight-year-old Joseph gets separated from his class on a subway trip from Brooklyn to Manhattan. (identifying a problem, choosing a solution, evaluating, asking for help in a positive way)

Berg, Jean Horton (retold by); illustrated by Mel Pekarsky. **The Little Red Hen**. Chicago: Follett Publishing Company. 1963. The little red hen tries to get her friends to help her plant and harvest a corn plant, but they refuse. (fairness, cause and effect, accepting consequences)

Blume, Judy; illustrated by Amy Aitken. **The One in the Middle is the Green Kangaroo**. New York: Bradbury Press. 1981. Freddy hates being the middle one in the family until he gets a part in the school play. (feelings change, emotions, being left out, reflection)

Bonsall, Crosby. **The Case of the Cat's Meow**. New York: Harper & Row, Publishers. 1965. Four young private eyes investigate the disappearance of a cat. (problem solving, choosing a solution, name-calling/teasing)

Bonsall, Crosby. **Piggle**. New York: Harper & Row, Publishers. 1973. Homer tries to find someone to play with and discovers a new game and a new friend. (problem solving, making friends, feelings change, joining in, playing a game, being left out)

Bos, Burny; illustrated by Hans de Beer. **Prince Valentino**. New York: North-South Books. 1990. Valentino is a spoiled frog who believes he is a prince. When he goes off to find his princess, he finds something else instead. (feelings change, conflicting feelings, expressing concern, disappointment, friendship)

Brandenberg, Franz; illustrated by Aliki. **It's Not My Fault**. New York: Greenwillow Books. 1980. A family of field mice has one of those days when everyone quarrels with everyone else. (wanting something that isn't yours, fairness, anger triggers, taking turns, preferences, intentions, joining in, playing a game, keeping out of a fight, teasing)

Bunting, Eve; illustrated by Beth Peck. **How Many Days to America? A Thanksgiving Story**. Boston: Houghton Mifflin (Clarion Books). 1988. A black family

from a Caribbean island flees their home at night in fear for their lives, and experiences the range of emotions of a refugee family: from fear to anger to relief to joy. (emotions, feelings change)

Carlson, Nancy. **The Talent Show**. Minneapolis: Carolrhoda Books, Inc. 1985. Louanne Pig thinks she has no talents for the talent show, but she ends up saving the day. (self-esteem, joining in)

Christian, Mary Blount; illustrated by Jane Dyer. **Penrod Again**. New York: Macmillan Publishing Company. 1987. Two friends sometimes argue, but really love and support each other. (friendship, empathy, accepting differences, preferences, intentions, conflicting feelings, expressing concern, similarities and differences)

Cleary, Beverly; illustrated by Alan Tiegreen. **Ramona Forever**. New York: William Morrow. 1984. Third-grader Ramona has to deal with being a latchkey kid, fighting with a sibling, waiting for a new baby, and more. (emotions, fairness, making a complaint, identifying a problem, interrupting politely, name-calling/teasing, intentions, apologizing)

Cohen, Barbara; illustrated by Michael J. Deraney. **Molly's Pilgrim**. New York: Lothrop, Lee & Shepard. 1983. A third grade Russian Jewish girl doesn't like her new school in America because children laugh at her for being different. (empathy, name-calling/teasing, similarities and differences, feelings change, emotions, accepting differences, anger triggers)

Cohen, Burton; illustrated by William Schroder. **Nelson Makes a Face**. New York: Lothrop, Lee & Shepard. 1978. A fairy godmother tries to reform a mischievous boy by freezing three expressions on his face: happy, sad, and angry. (emotions, intentions)

Cohen, Miriam; illustrated by Lillian Hoban. **No Good in Art**. New York: Greenwillow Books. 1980. Jim is convinced he can't paint, but when he is encouraged by a new teacher, he finds that he can.

Conrad, Pam; illustrated by Diane De Groat. **I Don't Live Here**. New York: E.P. Dutton. 1984. Eight-year-old Nicki believes she will never be happy in the large old house her family has moved to. (similarities and differences, feelings change, preferences, emotions, conflicting feelings, joining in, making conversation, reflection)

Conrad, Pam; illustrated by Mike Wimmer. **Seven Silly Circles**. New York: Harper & Row, Publishers. 1987. Nicki is embarrassed about the circles left on her face while playing around with a rubber arrow, but supportive parents and friends help her forget her problem. (empathy, feelings change, emotions, conflicting feelings, expressing concern, identifying a problem, reflection)

Crary, Elizabeth; illustrated by Jean Whitney. **I'm Mad**. Seattle, Washington: Parenting Press, Inc. 1991. When rain cancels a long-awaited picnic, Katie declares, "I'll be mad all day!" Katie's dad encourages her to think of creative ways to deal with her feelings. (anger triggers)

Delton, Judy; illustrated by June Leary. **A Birthday Bike for Brimhall**. Minneapolis: Carolrhoda Books. 1985. Brimhall receives a bike for his birthday but is embar-

confused about which custom to follow–the English one about a tooth fairy, or the Korean, Indian, or African ones of her friends. (similarities and differences)

Hague, Kathleen & Michael (retold by); illustrated by Michael Hague. **The Man Who Kept House**. New York: Harcourt Brace Jovanovich, Publishers. 1981. Convinced his work in the fields is harder than his wife's work at home, a farmer trades places with her for a day. (empathy, feelings change, cause and effect)

Hall, Malcolm; illustrated by Alexandra Wallner. **The Friends of Charlie Ant Bear**. New York: Coward, McCann & Geoghegan, Inc. 1980. Gloomy Charlie, jealous of his trick-playing friends' popularity, resolves to be more like him, but gets disastrous results. (empathy, problem solving, accepting differences, similarities and differences, cause and effect, expressing concern, wanting something that isn't yours)

Heine, Helme. **Friends**. New York: Macmillan (Aladdin). 1982. Three animal friends show that cooperation and loyalty are important in friendship.

Hoff, Syd. **Who Will Be My Friends?** New York: Harper & Row, Publishers. 1960. Freddy tries to find friends in his new town. (making conversation, problem solving, joining in)

Hoff, Syd. **Walpole**. New York: Harper & Row, Publishers. 1977. Although Walpole is the biggest Walrus in the herd, he would rather play with the baby walruses than be a leader. (preferences, similarities and differences, feelings change)

Hopkins, Lee Bennett (compiled by); illustrated by James Watt. **Best Friends**. New York: Harper & Row, 1986. A collection of short poems about friendship–the fun as well as the anger and sadness.

Joslin, Sesyle; illustrated by Maurice Sendak. **What Do You Say, Dear?** New York: Harper & Row, 1958, 1986. Conventional greetings and etiquette are suggested for absurd situations.

Keats, Ezra Jack. **A Letter to Amy**. New York: Harper & Row. 1968, 1984. Peter accidentally bumps into Amy when he rushes out to mail an invitation to her. (accidents, feelings)

Kidd, Diana; illustrated by Lucy Montgomery. **Onion Tears**. New York: Orchard Books. 1989. A little Vietnamese girl tries to come to terms with her grief over the loss of her family, and her new life with the American family with whom she lives. (empathy, similarities and differences, feelings change, emotions, conflicting feelings, active listening, expressing concern, accepting differences, joining in, name-calling/teasing)

Kraus, Robert/ illustrated by Jose Aruego. **Leo the Late Bloomer**. New York: Harper & Row (Thomas Y. Crowell). 1970, 1987. Leo the lion can't seem to do anything right, but with time, and his mother's understanding, he does bloom.

Leverich, Kathleen; illustrated by Walter Lorraine. **Best Enemies Again**. New York: Greenwillow Books. 1991. Felicity complicates Priscilla's life both in school and out. (emotions, cause and effect, intentions, fairness, identifying a problem, ignoring distractions, wanting something that isn't yours, peer pressure, resisting

rassed to admit that he doesn't know how to ride it. (problem solving, embarrassment, anger triggers, self-talk, feelings change)

Delton, Judy; illustrated by Cyndy Szekeres. **Brimhall Comes to Stay**. New York: Lothrop, Lee & Shepard Company. 1978. Bear welcomes the arrival of his cousin Brimhall to live with him, but Brimhall's eccentric habits soon tax Bear's hospitality. (anger triggers, relaxation, predicting feelings, empathy, intentions, conflicting feelings, keeping out of a fight)

de Paolo, Tomie. **Oliver Button is a Sissy**. New York & London: Harcourt Brace Jovanovich. 1979. His classmates' taunts don't stop Oliver from doing what he likes best. (accepting differences, similarities and differences, peer pressure, name-calling/teasing, disappointment)

Dionetti, Michelle; illustrated by James Calvin. **Thalia Brown and the Blue Bug**. MA: Addison-Wesley Publishing Company, Inc. 1979. Feeling neglected by her family, Thalia Brown finds someone else to help her get ready for the art fair. (emotions, communicating feelings, active listening, expressing concern, identifying a problem, wanting something that isn't yours, asking for help in a positive way, asking permission, disappointment)

Dragonwagon, Crescent; illustrated by Arieh Zeldich. **Always, Always**. New York: Macmillan Publishing Company. 1984. A little girl has mixed feelings when she leaves her mother to go visit her father for the summer. (similarities and differences, feelings change, conflicting feelings, preferences, emotions)

Dragonwagon, Crescent; illustrated by Dick Gackenbach. **I Hate My Brother Harry**. New York: Harper & Row, Publishers. 1983. Nobody believes that Harry's little sister hates him, and even she is confused by the way he treats her. (emotions, conflicting feelings, anger triggers, keeping out of a fight, name-calling/teasing, criticism, being left out, making a complaint)

Flourney, Valerie; illustrated by Jerry Pinkney. **The Patchwork Quilt**. New York: E.P. Dutton (Dial Books). 1985. Grandmother weaves her family together through her patient sewing of a patchwork quilt.

Giff, Patricia Reilly; illustrated by Susanna Natti. **Ronald Morgan Goes to Bat**. New York: Viking Kestrel. 1988. Although he can't hit or catch, Ronald loves to play baseball, and he's got a lot of spirit. (self-esteem, self-talk, joining in, reflection, dealing with criticism, teasing)

Gordon, Shirley; illustrated by Edward Frascino. **Happy Birthday, Crystal**. New York: Harper & Row, Publishers. 1981. Susan feels jealous when she meets Crystal's other friend at Crystal's birthday party. (feelings change, conflicting feelings, disappointment, jealousy)

Greenfield, Eloise; illustrated by Jan Spivey Gilchrist. **Night on Neighborhood Street**. New York: Dial Books for Young Readers. 1991. A collection of poems exploring the sounds, sights, and emotions enlivening a black neighborhood during the course of one evening. (emotions)

Gregor, Elinor; illustrated by Winfield Coleman. **The Tooth Fairy**. Hayward, California: Janus Books (Alemany Press). 1983. When a girl loses her first tooth she is

the temptation to lie, resisting the temptation to cheat, anger triggers, keeping out of a fight, name-calling/teasing, criticism, accepting consequences, disappointment, dealing with an accusation)

Liyi, He; illustrated by Pan Aiqing & Li Zhoa. **The Spring of Butterflies and Other Folktales of China's Minority Peoples**. New York: Lothrop, Lee & Shepard. 1985. Tales about honesty being rewarded, goodness triumphing over evil, etc.

Luttrell, Ida; illustrated by Ute Krause. **Ottie Slockett.** New York: Dial Books for Young Readers. 1990. Ottie finally learns that the way to be friends with his neighbors is not to be a meddler. (friendship, empathy, accepting differences, predicting feelings, cause and effect, intentions, making conversation, criticism)

Marzollo, Jean & Claudio; illustrated by Susan Meddaugh. **Ruthie's Rude Friends**. New York: Dial Books for Young Readers. 1984. Ruthie makes three new friends on Planet X10, but not before all four learn that rudeness is not the best way. (name-calling/teasing, criticism, empathy, similarities and differences, accepting differences, feelings change, emotions, apologizing, anger triggers, keeping out of a fight, being left out)

McCully, Emily Arnold. **The Grandma Mix-Up**. New York: Harper & Row, Publishers. 1988. Pip doesn't know what to do when two very different grandmothers come to baby-sit, each with her own way of doing things. (making a complaint, similarities and differences, accepting differences, preferences, conflicting feelings)

McNulty, Faith; illustrated by Marc Simont. **The Elephant Who Couldn't Forget**. New York: Harper & Row, Publishers. 1980. A young elephant learns that he must remember what to forget. (empathy, emotions, feelings change, intentions, conflicting feelings, communicating feelings, apologizing)

Osborne, Mary Pope; illustrated by DyAnne DiSalvo-Ryan. **Mo to the Rescue**. New York: Dial Books for Young Readers. 1985. Sheriff Mo does his best to help and protect his neighbors. (friendship, expressing concern, introductions, asking for help in a positive way, joining in)

Pearson, Susan; illustrated by Steven Kellog. **Molly Moves Out**. New York: The Dial Press. 1979. Molly is so upset by the things her brothers and sisters do, she finally moves into a house of her own. (anger triggers, keeping out of a fight, conflicting feelings, identifying a problem, choosing a solution, evaluating)

Pickett, Anola; illustrated by Ned Delaney. **Old Enough for Magic**. New York: Harper & Row, Publishers. 1989. Peter must find a way to solve his problem of turning his sister into a frog. (teasing, cause and effect, identifying a problem, choosing a solution, skill steps, asking for help in a positive way)

Porte, Barbara Ann; illustrated by Yossi Abolafia. **Harry's Visit**. New York: Greenwillow Books. 1983. Expecting he won't have a good time, Harry visits his parents' friends. (similarities and differences, feelings change, preferences)

Robinson, Nancy K.; illustrated by Ingrid Fetz. **Wendy and the Bullies**. New York: Hastings House, Publishers. 1980. Wendy's troubles with bullies in and out of school reach the point where she is afraid to go to school. (feelings change, emotions, communicating feelings, active listening, expressing concern, identify-

ing a problem, choosing a solution, anger triggers, reflection, keeping out of a fight, name-calling/teasing, making a complaint)

Ruthstrom, Dorotha; illustrated by Lillian Hoban. **The Big Kite Contest**. Pantheon Books. 1980. When his kite rips before the kite flying contest, Stephen tries unsuccessfully to earn enough money for a new one. Finding a way to fix the old kite, his sister enters the contest herself. (identifying a problem, choosing a solution, evaluating, disappointment, accepting consequences)

Schick, Eleanor. **Joey On His Own**. New York: The Dial Press. 1982. Joey goes shopping by himself for the first time. (feelings change, conflicting feelings, self-talk, reflection)

Schulman, Janet; illustrated by Marylin Hafner. **Camp KeeWee's Secret Weapon**. New York: Greenwillow Books. 1979. Jill's softball talent helps her find her niche at camp. (feelings change, emotions, joining in, making conversation, being left out, disappointment, reflection, anger triggers, self-talk)

Schulman, Janet; illustrated by Marylin Hafner. **Jenny and the Tennis Nut**. New York: Greenwillow Books. 1978. Jenny's dad tries to convince her to play tennis, but she knows all along that her game is gymnastics. (preferences, empathy, communicating feelings, active listening, accepting differences)

Scott, Ann Herbert; illustrated by Symeon Shimin. **Sam**. New York: McGraw-Hill. 1967. Sam wants to be part of the activities of his older siblings and his parents, but they're all busy and don't want to be disturbed.

Sharmat, Marjorie Weinman; illustrated by Marc Simont. **Nate the Great Goes Undercover**. New York: Coward, McCann & Geoghegan, Inc. 1973. Nate the Great, a young detective, must solve the case of the Garbage Snatcher. (identifying a problem, choosing a solution, evaluating, reflection)

Sharmat, Marjorie Weinman; illustrated by Ben Shecter. **Mooch the Messy**. New York: Harper & Row, Publishers, 1976. Only for love does a very messy young rat clean up his hole to make his father's visit happier. (empathy, similarities and differences, preferences, predicting feelings, cause and effect, conflicting feelings, expressing concern, accepting differences, identifying a problem, choosing a solution, criticism)

Sharmat, Marjorie Weinman; illustrated by Maxie Chambliss. **Who's Afraid of Ernestine?** New York: Coward-McCann, Inc. 1986. Cecil is afraid of his classmate Ernestine, who keeps trying to get him over to her house for "surprises". (emotions, feelings change, predicting feelings, intentions, communicating feelings, reflection, teasing)

Simon, Norma; illustrated by Dora Leder. **Nobody's Perfect, Not Even My Mother**. Chicago: Albert Whitman & Company. 1981. Children learn that nobody's perfect, yet people can be wonderful just the same.

Stanek, Muriel; illustrated by Judith Friedman. **I Speak English for My Mom**. Niles, Illinois: Albert Whitman. 1989. Mexican-American Lupe has mixed feelings about helping her mom with English, especially when her mom decides to learn English. (conflicting feelings, predicting feelings, expressing concern, identifying a problem, choosing a solution)

Steptoe, John. **Mufaro's Beautiful Daughters**. New York: Lothrop, Lee & Shepard. 1987. African folktale telling of two sisters, one of whom is jealous of the other's loving nature. (emotions)

Steptoe, John. **Stevie**. New York: Harper & Row, Publishers. 1969. Robert thinks Stevie, the boy his mom baby-sits, is nothing but a pest–until he moves away. (feelings change, emotions, reflection)

Stevenson, James. **Winston, Newton, Elton, and Ed**. New York: Greenwillow Books. 1978. Two stories about fighting walruses and a stranded penguin. (empathy, keeping out of a fight, emotions, intentions, communicating feelings, expressing concern, teasing, accusations, making complaint)

Turner, Ann; illustrated by Ronal Himler. **Nettie's Trip South**. New York: Macmillan Publishing Company. 1987. A 10-year-old Northern girl encounters the ugly realities of slavery when she visits Virginia and sees a slave auction. (empathy, similarities and differences, fairness)

Van Leeuwen, Jean; illustrated by Ann Schweninger. **Amanda Pig On Her Own**. New York: Dial Books for Young Readers. 1991. Amanda discovers the troubles and joys of being by herself. (empathy, preferences, emotions, cause and effect, communicating feelings, identifying a problem, choosing a solution, expressing concern, anger triggers)

Van Leeuwen, Jean; illustrated by Arnold Lobel. **Tales of Oliver Pig**. New York: The Dial Press. 1979. Five tales of Oliver's life, including a bad day and comforting Mother when she's sad. (empathy, wanting something that isn't yours, emotions, anger triggers, being left out)

Van Leeuwen, Jean; illustrated by Ann Schweninger. **Tales of Amanda Pig**. New York: Dial Books for Young Readers. 1983. Amanda Pig shares a busy day with her family, including a fight with her brother. (keeping out of a fight, compromises, preferences, name-calling/teasing, playing a game)

Van Leeuwen, Jean; illustrated by Ann Schweninger. **Oliver Pig at School**. New York: Dial Books for Young Readers. 1990. During Oliver Pig's first day at school he has a fight and then makes a friend. (emotions, feelings change, ignoring distractions, wanting something that isn't yours, joining in, playing a game, keeping out of a fight)

Viorst, Judith; illustrated by Ray Cruz. **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. New York: Atheneum. 1973. Some days, nothing goes right for Alexander, and he thinks about going to Australia.

Walker, Alice; illustrated by Catherine Deeter. **Finding the Green Stone**. San Diego, New York, London: Harcourt Brace Jovanovich, Publishers. 1991. After saying unkind things to family and friends, Johnny loses both his green stone and his interest in life, and he only recovers them when he discovers love in his heart. (empathy, emotions, cause and effect, active listening, expressing concern, identifying a problem, wanting something that isn't yours, asking for help in a positive way, apologizing, resisting temptation to steal, reflection, making a complaint)

Wells, Rosemary. **Timothy Goes to School**. New York: E.P. Dutton (Dial Books) 1981. As a new kid in school, Timothy must find his own place and make his own first friend.

Williams, Barbara; illustrated by Linda Strauss Edwards. **So What If I'm a Sore Loser**. New York: Harcourt Brace Jovanovich. 1981. The constant competition between two cousins creates sore losers and equally sore winners. (emotions, fairness, wanting something that isn't yours, playing a game, peer pressure, anger triggers, teasing, criticism, similarities and differences)

Zelasney, Jean; illustrated by Mr. Stobbs. **Do Pigs Sit In Trees?** Cleveland, Toronto: Modern Curriculum Press. 1981. Quentin, a pig in search of his mother, thinks of all the things she likes to do and tracks her down. (similarities and differences, preferences, identifying a problem, choosing a solution, evaluating, asking for help in a positive way)

Zolotow, Charlotte; illustrated by Ben Shecter. **The Hating Book**. New York: Harper & Row, Publishers. 1969. Through a misunderstanding, two friends snub each other and are unhappy until they finally talk and straighten things out. (communicating feelings, emotions, intentions, active listening)

Zolotow, Charlotte; illustrated by William Pene du Bois. **The Unfriendly Book**. New York, Evanston, San Francisco, London: Harper & Row, Publishers. 1975. Bertha is jealous of all Judy's friends and finds fault with each one. (emotions, accepting differences, criticism, accepting consequences)

Children's Books Lesson-by-Lesson

Unit I, Lesson 1
What Do You Say, Dear? by Sesyle Joslin

Unit I, Lesson 2
Nelson Makes a Face by Burton Cohen
Joey On His Own by Eleanor Schick
Sam by Ann Herbert Scott
Tales of Oliver Pig by Jean Van Leeuwen
The Hating Book by Charlotte Zolotow

Unit I, Lesson 3
Amanda Pig On Her Own by Jean Van Leeuwen
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
The Unfriendly Book by Charlotte Zolotow

Unit I, Lesson 4
Digby and Kate by Betty Baker
Penrod Again by Mary Blount Christian
The Grandma Mix-Up by Emily Arnold McCully
Mooch the Messy by Marjorie Weinman Sharmat
Do Pigs Sit in Trees? by Jean Zelasney

Unit I, Lesson 5
The Talent Show by Nancy Carlson
No Good in Art by Miriam Cohen
A Birthday Bike for Brimhall by Judy Delton
Happy Birthday, Crystal by Shirley Gordon
Harry's Visit by Barbara Ann Porte
Joey On His Own by Eleanor Schick
Stevie by John Steptoe

Unit I, Lesson 6
Brimhall Comes to Stay by Judy Delton
Ottie Slockett by Ida Luttrell
Mooch the Messy by Marjorie Weinman Sharmat

Unit I, Lesson 7
The Elephant Who Couldn't Forget by Faith McNulty
Winston, Newton, Elton, and Ed by James Stevenson
Amanda Pig On Her Own by Jean Van Leeuwen
The Hating Book by Charlotte Zolotow

Unit I, Lesson 8
It's Not My Fault by Franz Brandenberg
Walpole by Syd Hoff
The Grandma Mix-Up by Emily Arnold McCully
Jenny and the Tennis Nut by Janet Schulman
Mooch the Messy by Marjorie Weinman Sharmat
Amanda Pig On Her Own by Jean Van Leeuwen
Tales of Amanda Pig by Jean Van Leeuwen
Do Pigs Sit in Trees? by Jean Zelasney
The Friends of Charlie Ant Bear by Malcolm Hall
Ottie Slockett by Ida Luttrell

Unit I, Lesson 11
Nelson Makes a Face by Burton Cohen
Brimhall Comes to Stay by Judy Delton
The Elephant Who Couldn't Forget by Faith McNulty
Who's Afraid of Ernestine? by Marjorie Weinman Sharmat
The Hating Book by Charlotte Zolotow

Unit I, Lesson 12
Partners by Betty Baker
The Little Red Hen retold by Jean Horton Berg

Unit I, Lesson 14
Prince Valentino by Burny Bos
I Don't Live Here by Pam Conrad
Seven Silly Circles by Pam Conrad
Always, Always by Crescent Dragonwagon
I Hate My Brother Harry by Crescent Dragonwagon
Onion Tears by Diana Kidd
I Speak English for My Mom by Muriel Stanek

Unit I, Lesson 15
Thalia Brown and the Blue Bug by Michelle Dionetti
Onion Tears by Diana Kidd
Wendy and the Bullies by Nancy K. Robinson
Finding the Green Stone by Alice Walker

Unit I, Lesson 16
Prince Valentino by Burny Bos
Seven Silly Circles by Pam Conrad
Thalia Brown and the Blue Bug by Michelle Dionetti
Onion Tears by Diana Kidd
Wendy and the Bullies by Nancy K. Robinson
I Speak English for My Mom by Muriel Stanek
Finding the Green Stone by Alice Walker

Unit I, Lesson 17
Molly's Pilgrim by Barbara Cohen
Onion Tears by Diana Kidd
The Spring of Butterflies and Other Folktales of China's Minority Peoples by He Liyi
Jenny and the Tennis Nut by Janet Schulman
Nettie's Trip South by Ann Turner
So What If I'm a Sore Loser by Barbara Williams

Unit II, Lesson 1
What Do You Say, Dear? by Sesyle Joslin

Unit II, Lesson 2
(The following books are appropriate for Lessons 2-5.)
Gray Duck Catches a Friend by Vicki Kimmel Artis
Digby and Kate by Betty Baker
Joseph on the Subway Trains by Kathleen Benson
The Case of the Cat's Meow by Crosby Bonsall
Piggle by Crosby Bonsall
A Birthday Bike for Brimhall by Judy Delton

The Friends of Charlie Ant Bear by Malcolm Hall
Who Will Be My Friends? by Syd Hoff
Molly Moves Out by Susan Pearson
Old Enough for Magic by Arnola Pickett
The Big Kite Contest by Dorotha Ruthstrom
Nate the Great Goes Undercover by Marjorie Weinman Sharmat
Mooch the Messy by Marjorie Weinman Sharmat
I Speak English for My Mom by Muriel Stanek
Amanda Pig On Her Own by Jean Van Leeuwen
Do Pigs Sit in Trees? by Jean Zelasney

Unit II, Lesson 3
(Use books identified in Lesson 2 as well as the following:)
I Can't Wait by Elizabeth Crary
I'm Lost by Elizabeth Crary
I Want It by Elizabeth Crary
I Want to Play by Elizabeth Crary

Unit II, Lesson 4
(Use books identified in Lessons 2 and 3.)

Unit II, Lesson 5
(Use the books identified in Lessons 2-4.)

Unit II, Lesson 6
Molly Moves Out by Susan Pearson
Oliver Pig at School by Jean Van Leeuwen
The Unfriendly Book by Charlotte Zolotow

Unit II, Lesson 7
Sam by Ann Herbert Scott

Unit II, Lesson 8
I Want It by Elizabeth Crary
Partners by Betty Baker
It's Not My Fault by Franz Brandenberg
The Friends of Charlie Ant Bear by Malcolm Hall
Tales of Oliver Pig by Jean Van Leeuwen
Oliver Pig at School by Jean Van Leeuwen

Unit II, Lesson 9
I Can't Wait by Elizabeth Crary
I'm Lost by Elizabeth Crary
I Want It by Elizabeth Crary
I Want to Play by Elizabeth Crary
The Case of the Cat's Meow by Crosby Bonsall
Molly Moves Out by Susan Pearson
The Big Kite Contest by Dorotha Ruthstrom
Nate the Great Goes Undercover by Marjorie Weinman Sharmat
Mooch the Messy by Marjorie Weinman Sharmat
Do Pigs Sit in Trees? by Jean Zelasney

Unit II, Lesson 10
Digby and Kate by Betty Baker
Joseph on the Subway Trains by Kathleen Benson
The Little Red Hen retold by Jean Horton Berg
Thalia Brown and the Blue Bug by Michelle Dionetti
Mo to the Rescue by Mary Pope Osborne

Unit II, Lesson 11
Piggle by Crosby Bonsall
It's Not My Fault by Franz Brandenberg
The Talent Show by Nancy Carlson
I Don't Live Here by Pam Conrad
Ronald Morgan Goes to Bat by Patricia Reilly Giff
Who Will Be My Friends? by Syd Hoff
Mo to the Rescue by Mary Pope Osborne
Camp KeeWee's Secret Weapon by Janet Schulman

Unit II, Lesson 12
Piggle by Crosby Bonsall
It's Not My Fault by Franz Brandenberg
Ronald Morgan Goes to Bat by Patricia Reilly Giff
The Friends of Charlie Ant Bear by Malcolm Hall
So What If I'm a Sore Loser by Barbara Williams
The New Games Book (written for adults to use with people of all ages) The New Games Foundation

Unit II, Lesson 13
Thalia Brown and the Blue Bug by Michelle Dionetti

Unit II, Lesson 14
Ramona Forever by Beverly Cleary
Ruthie's Rude Friends by Jean & Claudio Marzollo
The Elephant Who Couldn't Forget by Faith McNulty
Finding the Green Stone by Alice Walker

Unit II, Lesson 15
Thalia Brown and the Blue Bug by Michelle Dionetti

Unit II, Lesson 16
I Don't Live Here by Pam Conrad
Ottie Slockett by Ida Luttrell
Camp KeeWee's Secret Weapon by Janet Schulman

Unit II, Lesson 17
Best Enemies Again by Kathleen Leverich
So What If I'm a Sore Loser by Barbara Williams

Unit II, Lesson 18
Finding the Green Stone by Alice Walker

Unit II, Lesson 19
Best Enemies Again by Kathleen Leverich
The Spring of Butterflies and Other Folktales of China's Minority Peoples by He Liyi
Wendy and the Bullies by Nancy K. Robinson

Unit III, Lesson 1
Digby and Kate by Betty Baker
It's Not My Fault by Franz Brandenberg
Nelson Makes a Face by Burton Cohen
I'm Mad by Elizabeth Crary
Amanda Pig On Her Own by Jean Van Leeuwen
Tales of Oliver Pig by Jean Van Leeuwen
Molly Moves Out by Susan Pearson

Unit III, Lesson 2
The Tantrum Book by Edna Mitchell Preston
A Birthday Bike for Brimhall by Judy Delton
Brimhall Comes to Stay by Judy Delton
Ruthie's Rude Friends by Jean & Claudio Marzollo
Molly Moves Out by Susan Pearson
Camp KeeWee's Secret Weapon by Janet Schulman
Amanda Pig On Her Own by Jean Van Leeuwen
Tales of Oliver Pig by Jean Van Leeuwen

Unit III, Lesson 3
Brimhall Comes to Stay by Judy Delton
Molly Moves Out by Susan Pearson
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Unit III, Lesson 4
A Birthday Bike for Brimhall by Judy Delton
Ronald Morgan Goes to Bat by Patricia Reilly Giff
Joey on His Own by Eleanor Schick
Camp Keewee's Secret Weapon by Janet Schulman

Unit III, Lesson 5
Ronald Morgan Goes to Bat by Patricia Reilly Giff
Joey On His Own by Eleanor Schick
Camp KeeWee's Secret Weapon by Janet Schulman
Nate the Great Goes Undercover by Marjorie Weinman Sharmat
Who's Afraid of Ernestine? by Marjorie Weinman Sharmat
Stevie by John Steptoe

Unit III, Lesson 6
It's Not My Fault by Franz Brandenberg
Brimhall Comes to Stay by Judy Delton
Ruthie's Rude Friends by Jean & Claudio Marzollo
Molly Moves Out by Susan Pearson
Winston, Newton, Elton, and Ed by James Stevenson
Tales of Amanda Pig by Jean Van Leeuwen
Oliver Pig at School by Jean Van Leeuwen

Unit III, Lesson 7
The Case of the Cat's Meow by Crosby Bonsall
It's Not My Fault by Franz Brandenberg
Oliver Button is a Sissy by Tomie de Paolo
Ronald Morgan Goes to Bat by Patricia Reilly Giff
Ruthie's Rude Friends by Jean & Claudio Marzollo
Old Enough for Magic by Anola Pickett

Who's Afraid of Ernestine? by Marjorie Weinman Sharmat
Winston, Newton, Elton, and Ed by James Stevenson
Tales of Amanda Pig by Jean Van Leeuwen

Unit III, Lesson 8
It's Not My Fault by Franz Brandenberg
Brimhall Comes to Stay by Judy Delton
Oliver Button is a Sissy by Tomie de Paolo
Ronald Morgan Goes to Bat by Patricia Reilly Giff
Molly Moves Out by Susan Pearson
Camp KeeWee's Secret Weapon by Janet Schulman
Who's Afraid of Ernestine? by Marjorie Weinman Sharmat

Unit III, Lesson 8
I Hate My Brother Harry by Crescent Dragonwagon
Ronald Morgan Goes to Bat by Patricia Reilly Giff
Best Enemies Again by Kathleen Leverich
Ottie Slockett by Ida Luttrell
Ruthie's Rude Friends by Jean & Claudio Marzollo
Mooch the Messy by Marjorie Weinman Sharmat
So What If I'm a Sore Loser by Barbara Williams

Unit III, Lesson 9
The One in the Middle is the Green Kangaroo by Judy Blume
Piggle by Crosby Bonsall
I Hate My Brother Harry by Crescent Dragonwagon
Ruthie's Rude Friends by Jean & Claudio Marzollo
Camp KeeWee's Secret Weapon by Janet Schulman

Unit III, Lesson 10
Partners by Betty Baker
The Little Red Hen retold by Jean Horton Berg

Unit III, Lesson 11
The One in the Middle is the Green Kangaroo by Judy Blume
Molly's Pilgrim by Barbara Cohen
I Hate My Brother Harry by Crescent Dragonwagon
Best Friends compiled by Lee Bennett Hopkins
Onion Tears by Diana Kidd
Ruthie's Rude Friends by Jean & Claudio Marzollo
So What If I'm a Sore Loser by Barbara Williams

Unit III, Lesson 12
Prince Valentino by Burny Bos
Thalia Brown and the Blue Bug by Michelle Dionetti
Happy Birthday, Crystal by Shirley Gordon
Best Enemies Again by Kathleen Leverich

Unit III, Lesson 14
Ramona Forever by Beverly Cleary
Best Enemies Again by Kathleen Leverich
Wendy and the Bullies by Nancy K. Robinson
Finding the Green Stone by Alice Walker

Unit III, Lesson 15
Ramona Forever by Beverly Cleary
I Hate My Brother Harry by Crescent Dragonwagon
Best Enemies Again by Kathleen Leverich
The Grandma Mix-Up by Emily Arnold McCully
Wendy and the Bullies by Nancy K. Robinson
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Films

Churchill Media, 12210 Nebraska Avenue, Los Angeles, CA, 90025. (800) 334-7830:

Courtesy? Who, Me?
Feelings (series):
- *I'm Feeling Alone*
- *I'm Feeling Happy*
- *I'm Feeling Scared*
- *I'm Mad At Me*
- *I'm Mad At You*

How To Be A Good Kid
I Am (series):
- *I Am How I Feel*
- *I Am How I Look*
- *I Am What I Know*

Solving Conflicts
To Tell The Truth
Values (series):
- *The Bike*
- *The Hideout*
- *Lost Puppy*

Committee for Children, 172 20th Avenue, Seattle, WA, 98122. (206) 322-5050 or (800) 634-4449:

Facing Up

Coronet/MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60015. (800) 621-2131:

Tell 'Em How You Feel

Filmfair Communications, 10621 Magnolia Blvd., North Hollywood, CA 91601. (800) 423-2461:

There's Nobody Else Like You
That's Stealing
Don't Pop Your Cork On Mondays!

Additional Activities

Unit I

1. Have the students make a people poster showing different feelings with cutouts from magazines.
2. Have students make a book about their feelings using words and drawings. Suggestions:
   - I feel happy when. . .
   - I feel sad when. . .
   - I feel angry when. . .
   - I feel silly when. . .
3. Encourage perspective-taking through imagination by asking: What would the world look like if you were as tall as Michael Jordan? As small as an ant? Flying as high as a bird? Swimming as deep as a whale?
4. Read the students a story with several characters. Ask the students to retell the story from the point of view of each character.
5. Explore individual preferences by asking the students: What birthday present would make each member of your family happy? What would your friends do if they each found a five dollar bill? What would each of your friends do if they were given a day off of school?
6. Have each student write down on a sheet of paper their favorite activity, favorite food, and favorite book. Read each to the class and have the students guess the student.
7. Bring a bag of oranges to school, one orange for each student. Have the students sit in a circle and pass out the oranges. Have the students study their oranges. How are the oranges similar? How are they different? After they have "gotten to know their orange" put all the oranges back in the bag. Now pass each orange around the circle. When a student recognizes her/his orange s/he puts the orange down in front of her/himself. Discuss how they recognized their oranges and how they handled the oranges differently after they had studied one.
8. Illustrate similarities and differences through a forced choice exercise. Ask the students to stand in the center of the room and respond to the following:
   - All students with blonde hair go to one wall; all students without blond hair go to the other wall.
   - All students who would rather eat strawberry ice cream go to one wall; all students who would rather eat chocolate ice cream go to the other wall.

- All students who love winter best go to one wall; all students who love summer best go to the other wall.
- All students who would rather play in the snow go to one wall; all students who would rather play in the water go to the other wall.

9. To promote listening skills conduct a circle talk. Give a topic such as playgrounds, and have the first student say something about the topic. The next student should restate what the person said, then say their own thought or feeling about the subject. Continue around the circle until everyone has had a turn. Correct students when they do not restate what the person before them said.

10. In order to help the students understand what having a handicap is like, tape their thumbs to their hands and have them go about their regular classroom activities for an hour. Afterwards, get together in a circle and talk about what it felt like to not be able to do certain things.

11. To promote trust and an understanding of what it is like to be blind, pair children together for a blindfold walk. Each student should lead their blindfolded partner around the classroom or playground, having them touch and smell different things. Afterwards, talk about what it was like to not be able to see and to have to trust someone else. Discuss how blind people become independent.

12. If your class is multi-cultural ask the students to bring a family dish for a potluck lunch. Ask the students to discuss the ingredients and preparation of their dishes.

Unit II

1. Have your students draw a picture of a friend and write a few sentences about her/him. If they say they don't have a friend, ask them to make up one they'd like to have. Share and discuss:
   - How do you make friends?
   - If you are new in a neighborhood, how do you find a friend?
   - If someone is new in your class, how do you make the person feel welcome?

2. Have the children role-play playing a game or doing an activity with one other person. Have a third child walk up. Ask the two children who are playing to include the third child.

3. Encourage cooperation and problem solving by assigning students joint projects, such as decorating the room, sharing class jobs, and organizing activities.

4. To encourage cooperation and communication, tell the students to pretend that they are going on a hike in (the desert, mountains, or

along the ocean). Have groups of four decide on five things they need to bring on the hike. After five minutes ask:

- How did you make decisions?
- Were you listened to?
- What did you learn about working together?

5. Have students pair up, and using one piece of paper and one crayon between them, draw a picture together without speaking. After three minutes regroup and have them discuss their experiences.
6. Tell students to pick a topic of conversation, go home, and talk for five minutes with a friend or family member about it. Discuss the next day.
7. Discuss ways that the students help other people. Have each student make their own list.
8. Have students write about themselves, their likes and dislikes. Without saying their names, the teacher reads the sheets out loud and the other students try to guess who they are.
9. Have students write down a "success-a-day" in getting along with others. Have them share their successes with the class.

Unit III

1. Have the students draw a picture of themselves when they get mad. Suggest using colors to show how their bodies feel. Encourage discussion of anger warning signs.
2. Ask students to write down two times they were angry during the week. Ask them to write down what caused them to feel angry (triggers) and what they did about their problem.
3. Ask the students to think of one complaint they might have. Have the students role-play making their complaint to another student. Give guidance and feedback.
4. Ask the students to come up with self-talk for the following situations:

   - You are trying to pitch a softball in a game for the first time.
   - You are mad at your sister for messing up your room.
   - You have to run around the school playground and you're so tired that you don't know if you can make it.
   - You didn't get the part in the play that you wanted.

- You are trying to pass a swimming test and you have to swim across the pool one more time.
- You are mad because someone is taking too long a turn at the classroom computer.

Guide to Feelings

Second Step

The following descriptions of the six basic emotions are adapted from guidelines established by Ekman and Friesen (1975). This list is designed to be used by the teacher as a guide for discussing facial clues with the students. The clues have been written in simple language, but you may need to do some adjusting for the children in your class. It works best to model the expression as you verbally and physically point out the clues. For clarity and simplicity, teachers may not want to point out all the clues to the children, but instead focus on the "most telling" and easy to describe two or three clues.

1. **Happy:**

- The corners of mouth go up in a smile.
- The teeth may or may not show.
- A line (wrinkle) goes from the nose past the corners of the mouth.
- The cheeks go up and out.
- There are wrinkles below the eyes.
- There are wrinkles at the corners of the eyes.

2. **Sad:**

- The corners of the mouth go down in a frown.
- The inner corners of the eyebrows may go up.
- The eyes may look down and/or tear.

3. **Angry:**

- The lips are pressed together, open or turned down in a frown.
- The eyebrows are down.
- There are wrinkles between the eyebrows.
- The eyes may be slightly closed.
- The eyes may have a hard stare.
- The nostrils may be flared.

4. **Surprised:**

- The mouth is open wide.
- The eyes are open wide (often showing white around the pupil).
- The eyebrows go up high in a curve.
- Wrinkles go across the forehead.

5. **Afraid:**

- The mouth is open and drawn back.
- The eyes are open and the inner corners go up.
- The eyebrows are raised and drawn together.
- There are wrinkles in the middle of the forehead.

6. **Disgusted:**

- The top lip goes up.
- The lower lip pushes up or goes down and sticks out.
- The nose is wrinkled.
- The cheeks go up.
- The eyebrows are down.

How to Solve Problems

1. What is the problem?

2. What are some solutions?

3. For each solution ask:

   Is it safe?
   How might people feel?
   Is it fair?
   Will it work?

4. Choose a solution and use it.

5. Is it working? If not, what can I do now?

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What to Do When You Are Angry

1. How does my body feel?

2. Calm down:

   Take three deep breaths.
   Count backwards slowly.
   Think nice thoughts.
   Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

   Why was I angry?
   What did I do?
   What worked?
   What didn't work?
   What would I do differently?
   Did I do a good job?

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SECOND STEP
Lesson Presentation Evaluation

Teacher _____
Coach _____

This checklist is designed to give the teacher feedback by a peer coach on presenting lessons from the *Second Step Grades 1–3* curriculum. It can also be used by the teacher for self-evaluation purposes.

Unit: __Empathy __Impulse Control __Anger Management

Lesson title and #: _____

	Excellent	Good	Improve
1. **Story and Discussion** • showed photo to all children • nonjudgmental of children's responses • addressed children's needs when appropriate • managed participation and kept pace flowing			
2. **Teacher Role Play** • modeled the lesson's skill, behavior or concept accurately • pointed out the steps before and after model role play • evaluated performance			
3. **Student Role Plays** • facilitated student role plays smoothly and clearly • used appropriate cueing and coaching • gave children appropriate performance feedback			
4. **Activity** (on some lessons in place of role plays) • facilitated activity smoothly and clearly			
5. **Transfer of Training** • helped children target times when they might use their new skills			
6. **Followed lesson**			
7. **Met lesson objectives**			

8. Praise for the teacher:

9. Suggestions and ideas for the teacher to strengthen the lesson:

10. Teacher, what do you feel were your strengths?

11. Teacher, what would you like to improve?